



SS PETER & PAUL CATHOLIC SCHOOL

'Learning Together, Achieving Together in Christ'

Special Educational Needs

Information Report

2020 – 2021

Approved by:

Date:

Last reviewed on: January 2022

Next review due by: January 2023

Changes made 2020/2021

- Page 5 Update school Mission Statement
- Page 6 and 7 Inclusion
- Page 9 update hyperlink for Merton's Local Offer
- Page 13 Additional of Sickle Cell training
- Page 16 updated extended day before and after school provision.

Changes made 2021/2022

- Page 4 Updated names
- Page 16 Due to Covid19 and after school clubs are not currently running.
- Page 10 Access to the curriculum
- Page 11 Access to the curriculum
- Page 13 Link to the behaviour policy on the website to be changed
- Glossary moved to Page 4
- Added the relevant qualifications

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12.GLOSSARY OF TERMS	
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
SLT	Senior Leadership Team
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AFL	Assessment for Learning
NTS	National Test Style Assessments

Headteacher:	Mr D Hennessey
Assistant Headteacher for Standards and Inclusion/SENDCo:	Mrs P Bermingham
Assistant Headteacher for Standards and Curriculum:	Mr N Stopps
Early Years SENCo	Mrs L England
Family Support Worker	Miss Mitchell
Governor with responsibility for Inclusion:	Ms L McLeod

The Early Years Senco has achieved the EYSENCo award

The Assistant Head for Inclusion/ SENCO has achieved the National SENCo award;- NASENCO and the EYSENCO award.

The purpose of this offer is to inform all stakeholders – staff, parents, and governors among others - of the organisation of the special educational provision within our school, including the range of provision to support children with the following needs; -

- **Communication and interaction,**
- **Cognition and learning difficulties,**
- **Social, mental and emotional health problems,**
- **Sensory or physical needs.**

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies where appropriate. It is designed to promote pupils to work towards becoming independent and resilient learners and should be read in conjunction with the behaviour and teaching and learning policies.

We are always mindful of the current statutory guidelines for SEND as laid down in the most recent Code of Practice. A copy of this can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

In addition to our school's SEN Information Report, the Merton local offer can be accessed at

<https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

SS Peter and Paul Catholic Primary School

Context, Mission and Vision

SS Peter and Paul is a Catholic Primary school. This means that we embrace the teachings of the Catholic Church and operate within the expectations of the Catholic community. All of our interactions, whether with children, parents, staff, governors and others visiting or associated with the school, are formed from Gospel values and the teachings of Jesus Christ. Our behaviour policy and practices are also based upon these teachings, which ensure that our children learn and grow into the faith.

Our Context

SS Peter and Paul Catholic Primary School serves the parish of SS Peter and Paul and other surrounding parishes and chaplaincies. The school works with local families that are a broad mix of nationalities, languages, cultures and faiths. As a Catholic school, we serve Catholic families, those from other Christian denominations and those of other faiths. This enables the school to foster an ethos of understanding, mutual respect, forgiveness, tolerance and welcome for all. We are part of the London Borough of Merton and the Diocese of Southwark. SS Peter and Paul Catholic Primary School works in partnership with the Merton Catholic deanery schools and the Mitcham Town Co-operative Trust.

School Mission Statement

Learning Together, Achieving Together, in Christ

The values that Christ taught us underpin everything that we do

Learning Together

- We aim to provide a stimulating curriculum, within a purposeful environment, that enriches the learning of the children.
- Our children are encouraged to be confident and resilient learners in order to rise to the challenges they will encounter, within the school, the community and beyond.

Achieving Together

- We aim to instil a sense of aspiration in the children through positive attitudes and high expectations.
- Our children can expect a consistent approach to enable them to succeed to the best of their abilities.

In Christ

- The values that Christ taught us underpin everything that we do.

1.Information and Guidance/Points of Contact.

- Who should I talk to in this school about my child’s difficulties with learning/ Special Educational Needs/Disability (SEND)
- How can I talk to them about my child if I need to?

<p>Class Teacher (It is recommended that if parents have a concern regarding their child that you contact your child’s teacher initially)</p>	<p>The class teacher is responsible for:</p> <ul style="list-style-type: none"> • Making sure that all children have access to good/outstanding teaching through the effective delivery of quality first teaching and promoting expected or better than expected outcomes for all pupils. • Ensuring that all lessons are appropriately differentiated so that all children make progress. • Adapting and refining the curriculum to respond to strengths and needs of all pupils. • 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 Head for Standards and Inclusion as necessary. • Review and write support plans in conjunction with the pupil and parent/carer • Creating a provision map of interventions provided • Making sure 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. • Making sure that all staff working with your child, within the classroom and in small groups, are supported in delivering the planned work for your child, so they can achieve the best possible progress. • That the interactions between staff and child within lessons facilitate learning. • Enabling children to develop good relationships and behaviours. • Incorporating specialist advice and resources in to the lesson plans. • Making sure that the school’s SEND Information Report is followed in their classroom and for all the children they teach with any SEND. <p><i>The class teacher can be contacted at the end of a school day, or by telephoning the school office to arrange an appointment.</i></p> <p>If you still have concerns regarding your child the next person to contact is the Assistant Head teacher for Standards and Inclusion</p>
<p>Early Years SENCO For Pupils in Nursery and Reception</p>	<p>The Early Years SENCO is responsible for:</p> <ul style="list-style-type: none"> • Following the Code of Practice • Co-ordinating provision for pupils with SEND and developing the school’s SEND report and procedures • Monitoring, evaluating and developing the quality of teaching and learning for identified groups/pupils focusing on the impact of teaching strategies and interventions, within the Early Years.

	<ul style="list-style-type: none"> • Ensuring teachers have access to relevant assessments and information to inform individual reviews and progress, within the Early Years. • Enabling teachers to adjust the learning environment, for managing behaviour and for supporting children’s emotional development, within the Early Years • Ensuring that parents are: <ul style="list-style-type: none"> – involved in supporting their child’s learning – kept informed about the range and level of support offered to their child through meetings, provision maps and/or Support Plans – included in reviewing how their child is doing through, progress reviews with outside agencies, annual reviews or written reports – consulted about planning successful movement (transition) to a new class or school where appropriate • Leading/coordinating regular training for staff to keep them updated on issues for pupils with SEND resources available for use and any new national or borough directives, within the Early Years and in partnership with the Assistant Head for Standards and Inclusion. • Liaising with a range of professional services such as Speech and Language Therapy, Physiotherapy or Occupational Therapy teams, the Local Authority’s Language, Behaviour and Learning team, and Merton Autistic Outreach Service, within the Early Years and in partnership with the Assistant Head for Standards and Inclusion. • Gathering and submitting evidence from a range of professionals including an Educational Psychologist, when a pupil matches the criteria for statutory assessment, within the Early Years and in partnership with the Assistant Head for Standards and Inclusion.
<p>The Assistant Head for Standards and Inclusion/SENCO For all pupils</p>	<p>The Assistant Head for Standards and Inclusion is responsible for:</p> <ul style="list-style-type: none"> • Following the Code of Practice • Co-ordinating provision for pupils with SEND and developing the school’s SEND report and procedures • Monitoring, evaluating and developing the quality of teaching and learning for identified groups/pupils focusing on the impact of teaching strategies and interventions. • Ensuring teachers have access to relevant assessments and information to inform individual reviews and progress. • Enabling teachers to adjust the learning environment, for managing behaviour and for supporting children’s emotional development. • Ensuring that parents are: <ul style="list-style-type: none"> – involved in supporting their child’s learning – kept informed about the range and level of support offered to their child through meetings, provision maps and/or Support Plans – included in reviewing how their child is doing through, progress reviews with outside agencies, annual reviews or written reports – consulted about planning successful movement (transition) to a new class or school where appropriate • Leading/coordinating regular training for staff to keep them updated on issues for pupils with SEND resources available for use and any new national or borough directives.

	<ul style="list-style-type: none"> • Liaising with a range of professional services such as Speech and Language Therapy, Physiotherapy or Occupational Therapy teams, the Local Authority’s Language, Behaviour and Learning team, and Merton Autistic Outreach Service • Gathering and submitting evidence from a range of professionals including an Educational Psychologist, when a pupil matches the criteria for statutory assessment. • Ensuring that all Education Health Care Plans are reviewed annually. • Applying for additional support for pupils who have significant need in the form of an Education Health Care Plan. <p><i>The Assistant Head for Standards and Inclusion can be contacted via the school Office.</i></p> <p><i>The Head teacher would be the next person to contact, after speaking to the Assistant Head for standards and Inclusion</i></p>
<p>The Headteacher</p>	<p>The head teacher is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEND • Delegating responsibility to the Assistant Head Teachers and class teachers but is still responsible for ensuring that your child’s needs are met and that they make the best possible progress. • Making sure that the Governing Body is kept up to date about all issues in the school relating to SEND. <p><i>The Headteacher can be contacted via the school Office, or before and after school.</i></p>
<p>Inclusion Governor (inc SEND)</p>	<p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Supporting the school to evaluate and develop the quality and impact of provision for pupils with SEND across the school. • 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. • To ensure that the work of the SLT in regards to SEND decisions is quality assured. <p><i>The Inclusion Governor can be contacted via the school Office</i></p>

2.Assessment, Planning and Review/Partnerships for Progress.

- How does the school know how well my child is doing?
- How will I be kept informed about how well my child is doing?
- How regularly will I be updated on my child’s progress?
- Will I know if my child is not making progress and what will happen?

On-going assessment takes place by the class teacher throughout the year and this helps to identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. All children are expected to make progress. However, it should not be assumed that all children will progress at the same rate. The rate of progress may vary depending on individual learning styles, the child’s ability and personal circumstances. When a child shows little or no progress despite receiving differentiated learning

opportunities targeted particularly to their identified area of strength or weakness, this is a trigger for intervention. This includes Literacy and Numeracy skills; social, emotional, or mental health difficulties that are not improved by the management techniques usually employed in the school; sensory or physical needs; and communication and/or interaction difficulties.

The SEND Code of Practice advises that children's special needs are defined under these four categories:

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

[https://www.gov.uk/government/publications/send-code-of-practice-0-to-25.](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

We use the London Borough of Merton (and neighbouring authorities where appropriate) support services for Special Educational Needs and Disabilities in conjunction with broader assessments to determine the type and severity of need.

In addition to attainment in the curriculum areas, staff may raise concerns with regards to fine and gross motor skills in relation to dressing, eating, PE and handwriting, mobility in and around school, speaking and communications hearing, sight and medical conditions where they may be affecting the child's progress or ability to access their learning within school.

After discussion with key staff and parents, additional support will be put in place to provide enhanced resources and targeted small group and/or individual support to help overcome any difficulties. The views of the pupil about their support will be discussed at this stage. Parents are formally informed if their child is placed on the SEND Register as a result of receiving additional support.

Where external agencies are involved, their advice and recommendations are included in these support programmes. Action agreed considers pupils' strengths as well as their difficulties. A child on the SEND register should have an individual support plan that has agreed targets that the child works towards with support. The support plans are written in consultation with the parent and child.

Review meetings are held at least termly. Parents and when appropriate pupils, are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards the targets set. Support arrangements will be updated and revised accordingly, the support plan is reviewed and where needed a new one written.

If a child is having significant difficulties, further external expertise may be requested. Some additional funding may be available for children who meet the criteria for an EHCP assessment. This can be accessed using the Local Authority's Statutory Assessment process and guidance. In cases where a pupil is assessed by the London Borough of Merton as requiring an Education and Health Care Plan (EHCP), the pupil may have an allocated support assistant in addition to differentiated and personalised learning. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to the next stage of their academic life.

Further details about the process of gaining a statutory assessment of a pupil's needs is explained in the Local Authority Local Offer.

<https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

Tests: Access Arrangements

For some pupils' additional arrangements and adjustments can be made to enable them to fully access tests, within the statutory regulations. This might include additional time; rest breaks or the use of a scribe or word

processor. The Assistant Head for Inclusion, Assistant Head for Teaching and Learning or class teacher will inform parents about eligibility and applications for these arrangements.

3. Curriculum and Teaching Methods (including groupings and interventions)

- What is the curriculum and how is it taught?
- How will the curriculum be adapted to meet the needs of my child?
- How flexible can teachers be in meeting the needs of my child?
- Is there any additional support available to help my child reach his/her expected outcomes?

At SS Peter and Paul, all children are entitled to, and have access to, a broad and balanced curriculum. Teachers adapt their teaching to respond to pupils' diverse learning needs in their class. They endeavour to overcome potential barriers to learning through accurate assessment of individuals and groups of pupils which are then interpreted to inform planning. Long, medium- and short-term planning considers individual pupils' needs and requirements. The adjusting of tasks, activities and/or resources is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning and meet our vision statement of developing both positive and high aspirations.

The curriculum intent can be found on the school website

<https://www.sspp.merton.sch.uk/our-curriculum/whole-school-curriculum-map/>

The National curriculum framework is following

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/210969/NC_framework_document_-_FINAL.pdf

Organising groups within the class is considered carefully with opportunities for both ability and mixed groupings where considered appropriate to maximise learning opportunities for all.

Each year group has a member of support staff present in the majority of their Literacy and Numeracy lessons to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over-reliant and dependent on this adult support. The provision for each child is co-ordinated so that, where they are involved in interventions outside of the classroom, these interventions are at times that will enable them to make maximum progress and get the most from their learning experiences both in class and in their intervention programmes.

Interventions

Whenever a child is not making the progress expected of them, we act to ensure we are able to understand what is causing this and what we will put in place to change this. When structured interventions are put in place, assessments may be carried out at the start of the intervention and at the end, to gain a clear picture of the impact they have had. Interventions also take place, before, within and after a lesson to enable a child to recap upon points of misconception. The class teacher reviews the impact of the interventions carefully to consider any further support required. We currently make use of a range of specific interventions i.e inference training, Yes we can read,, additional phonics

4. Access to Learning and the Curriculum.

- Are there any special features or strategies to help children learn?
- How do I know my child's particular need will be met?

Strategies available to support English include:

- *Multisensory teaching is used, particularly in storytelling, where children hear, map, step and speak a story. They learn these stories off by heart and then re-tell them before any writing is done, to ensure that they have a deep understanding of the story. Stories are then deepened using techniques such as songs, hot-seating from a character's point of view, rhymes, whole class re-enactments etc. Children with SEND may spend longer on a deepening activity, or be prompted to do these again before starting a piece of writing.*
- *Sentence stems, sound mats and key vocabulary cards are provided to support pupils with writing.*
- *Children are seated in a mixture of mixed ability or focus group places, according to the lesson being taught. If the teacher feels that extra paired-talk will benefit the children, the mixed ability approach is used. If the teacher feels it is better to work with a small group of children, who are focusing on similar targets, this approach will be adopted.*
- *Following the input, teachers work with smaller groups/individual pupils to recap input and assess pupils learning before moving onto independent work. High quality modelling used.*
- *Additional adults supporting pupils.*
- *Teachers plan lesson for Pupils with SEND with prerequisites skills in mind. Learning is sequenced in small steps. Learning is sequential, always starting with previous learning. Children are made aware of the success criteria that they should be able to achieve.*
- *Catch-up intervention is planned to ensure pupils receive support with particular skills that they find difficult.*
- *Emphasis on discussion and group/ paired/ shared writes in writing lessons. This provides scaffolding and modelling for SEND.*
- *Teachers will provide extra scaffolds for students who need this support. This could be in the form of highlighting particular parts of text, differentiated questioning, how they record answers or adult support.*
- *Recapping of learning and addressing of misconceptions to be in each lesson.*
- *Vocabulary taught at the start of the lesson. Modelling of using language correctly.*
- *Differentiated questioning to support learning needs of SEND.*
- *NTS assessments used at the end of term. Pupils issued a paper based on the year group they are working within. Pupils with SEND are given adult support to read and the appropriate environment to complete the test. These tests are then used to plan specific interventions for the children falling behind.*

Strategies available to support Numeracy include:

- *Teachers plan lesson for Pupils with SEND with prerequisites skills in mind. Learning is sequenced in small steps (No cognitive overload). Learning is sequential, always starting with previous learning (overlearning), concrete, pictorial and finally abstract. This may be over two lessons as there is a greater need for concrete and pictorial and relating this to abstract before moving onto abstract alone.*
- *Multisensory teaching is used- songs, act it out, rhymes etc.*
- *All lessons being with fluency. Once this skill is understood, pupils move onto reasoning and problems, supported by an adult. Dive deeper challenges are differentiated.*
- *Sentence stems are provided to support pupils with reasoning.*
- *Following the input, teachers work with smaller groups/individual pupils to recap input and assess pupils learning before moving onto independent work. High quality modelling used.*
- *Additional adults supporting pupils.*
- *Catch-up intervention is planned to ensure pupils received prior teaching of specific skills before they are covered in class.*
- *Maths tables in every class with concrete resources to support pupils with SEND.*
- *Emphasis on Maths discussion and group problem solving in all lessons. This provides scaffolding for SEND.*
- *Recapping of learning and addressing of misconceptions to be in each lesson.*

- *Digital tools used to support learning. For example; place value charts and counting frames on iPads.*
- *The starters at the beginning of the lesson provide pupils with skills and knowledge needed for the lesson ahead.*
- *Vocabulary taught at the start of the lesson. Modelling of using language correctly.*
- *Differentiated questioning to support learning needs of SEND.*
- *NTS assessments used at the end of term. Pupils issued a paper based on the year group they are working within. Pupils with SEND are given adult support to read and the appropriate environment to complete the test.*

Strategies available to support speech and language include:

- *Implementing recommendations by speech therapists*
- *Social Skills groups*
- *Socially Speaking intervention*
- *1:1 support delivered by a speech therapist in block therapy for pupils with an Education Health Care Plan*
- *Lego Therapy*

Strategies available to support/facilitate access to the curriculum include:

- *Enhanced ratio to support in appropriate lessons*
- *Additional SEND aids e.g. pencil grips, wobble cushions, slanted writing boards, individual timetables, visual prompts, coloured paper/ books, tinted rulers etc.*
- *Alternative ways of recording work e.g. typing, use of scribe, use of video, pictorial,*
- *Use of laptops and/or i-pads where appropriate*
- *Individual work stations*

Access to available strategies/programmes to support occupational/physiotherapy needs:

- Occupational Therapy referrals can be made but need to be signed by a health care professional. Alternatively, school will write a letter to the GP, which the parent will need to bring to them to request a referral.
- Any programmes are then delivered by members of support staff

5. Tests and Assessments: Access Arrangements.

- What arrangements are available for pupils to access tests and assessments?
- How will I know if my child qualifies for additional support or time to access tests?

We adhere to the governments guidelines as set out in the link below. We ensure that no child is unfairly advantaged or has a disadvantage in accessing tests and assessments. Any special arrangements will be communicated with the parents of the child concerned when the tests are planned for.

<https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

6. Social and Emotional Support.

- How does the school help my child to feel comfortable and safe and manage social situations?
- How does the school help develop my child's social and emotional skills?
- What is the school's policy on bullying?

Strategies to support Social, Emotional and Mental Health Difficulties

We have two trained "Emotional Literacy Support Assistants" (ELSAs) Parents and staff can refer children to the ELSA for emotional support. A referral form can be obtained from the Assistant Head for Inclusion. Information about ELSA can be found <https://www.elsanetwork.org/>

At the beginning of each year, children select an adult that they would like to talk to if they are concerned about something. This person can be in addition to the adults in their class. They are known as "Trusted Adults". It is the responsibility of the "Trusted adult" to regularly check in with the child/children that have chosen them. They are able to talk to their "Trusted Adult" at any time, when required, during the school day.

We know our children very well. Class teachers, if they have any issues or concerns about a child's social, emotional or mental health development, can refer the child to the ELSA team and, after discussion with the parents of that child and the Assistant Heads, our ELSAs will design a programme that is individually tailored to the needs of that child. We measure the impact of these interventions and adapt the provision accordingly.

As a school we work with Play therapy students, who are completing their awards to be qualified, this allows pupils to access play therapy support.

We also offer Lego Therapy at the school, which aims to develop skills and attitudes such as patience, communication, turn-taking, co-operation and analysis.

Strategies to support the development of pupils' social skills and enhance self-esteem

- Visual timetables and other visual support
- Social skills groups
- 1:1 or group work on specific targets with one of the Emotional Literacy Support Assistants
- Playground buddies
- Play Therapy sessions

Strategies to support/ modify behaviour

- Individual behaviour plans
- Risk assessments
- Reward charts/sanctions within class
- Designated quiet space known only to the children in need, where they can go to give them space when they need it.

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- 1:1 work with one of our Emotional Literacy Support Assistants
- Variety of extra-curricular clubs offered to all pupils
- Lunchtime activities offered to support behaviour at less structured times
- Social skills groups
- Open communication including at pick-up times and via the telephone
- We offer a room in our school which is a quiet area for restorative behaviour techniques
- High level of support at breaktimes
- Referral to the Educational Wellbeing Practitioner

Planning, assessment, evaluation and next steps

- Shared target setting and review of Support Plans
- Comments given on end of year reports/annual reviews
- Pupil voice monitoring and evaluation

Anti-bullying policy

<https://www.sspp.merton.sch.uk/school/admissions/extended-schools/governors-details/policies>

7.Accessibility to Premises and Facilities.

- What facilities are in the school to assist children with disabilities move around the building and take part in lessons?
- How do I know my child will be able to access all lessons?

Access to the building, modified equipment and technology:

- Ramps and handrails wherever needed
- The playgrounds are all on the ground floor

- The school is on one level with the exception of the Year 6 classes. Arrangements have been subject to change depending upon the child’s physical needs
- There is a disabled toilet and a disabled parking bay in the car park, parking space available 4.
- Advice is taken from external agencies who may recommend equipment
- Electronic aids are available for children where necessary

Access to Medical Interventions

- Staff trained in epi-pens
- Several First Aiders on the staff, including paediatric first aid
- School Nurse
- Individual Healthcare Plans for individual pupils
- Designated medical room
- Staff trained to support pupils with diabetes
- Staff trained to support pupils with Sickle Cell

All children are continually monitored and assessed. If there is a specific concern regarding a child, the principal first aider, class teacher or an Assistant Head will contact the child’s parents to discuss what we can do to support them in accessing their learning. Similarly, if the parent has a concern regarding their child in this regard, they can speak to the class teacher who may refer them to the Assistant Heads

8.Working with others.

- Which agencies does the school work with?
- How are these agencies accessed?
- What is the referral process?
- What is the criteria for referral?
- How does the school work with other agencies?
- How will I be informed if my child is being considered for or has been referred?

London Borough of Merton Services:	
Educational Psychology Service (EPS)	<ul style="list-style-type: none"> • Assessment of a pupil’s barriers to learning when they have unidentified learning needs and school intervention has not led to adequate progress • Training and advice for staff • We purchase a service level agreement. Additional visits can be bought in using the school’s designated funding if required. <p><i>An educational psychologist is concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties</i></p>
The Language Behaviour and Learning Support Team (LBL) including the Virtual Behaviour Support team (VBS)	<ul style="list-style-type: none"> • Support personnel are able to come to the school as appropriate to provide specialist teaching for children who have been identified as having specific learning difficulties and are not making adequate progress. The service can offer individual and group support. The LBL team also help with assessments, and advise on how to support specific needs. • The school submits requests to the LBL team • Individual support for children with challenging behaviour in or outside of the classroom • Support in managing a challenging year group. • Advice and support for staff and parents, including staff training • We purchase a service level agreement. Additional visits can be bought in using the school’s designated funding, if required.

<p>The Merton Autism Outreach Service (MAOS)</p> <p>The Educational Welfare Officer (EWO)</p> <p>The Sensory Impairment Service</p> <p>The Early Years SEND Team</p>	<ul style="list-style-type: none"> • Pupils are referred by school, with the support of the Educational Psychologist. MAOS offer advice and support to school. • They observe the child in school, then feedback to staff, their observations and findings. They then provide relevant strategies to support the child in school. A report is written for school and shared with the parents. • The EWO visits the school on a regular basis and liaises with the Head teacher and Assistant Head to monitor attendance and punctuality. The EWO can make home visits • Provides flexible support to children and their families/carers from the earliest days of diagnosis through to leaving school, enabling each child to achieve their full potential. <p>Support in the inclusion of children with additional needs, SEND or Disabilities in Nursery and Reception classes</p>
<p>Health Agencies</p>	
<p>The Speech and Language Therapy Service (SaLT)</p> <p>The Occupational Therapy Service (OT)</p> <p>CAMHS (Child and Adolescent Mental Health Service) and the Neurodevelopment team</p> <p>The School Nurse</p>	<p>Children are referred to this service when appropriate. This service is only available to children in the Early Years Foundation Stage (i.e. Nursery and Reception Classes). Support given is usually outside school. The SaLT informs the school of times when this support is set up and sends copies of assessments and the pupil’s progress report to school, as well as specific exercises that can be done to support the child with his/her difficulty.</p> <p>Children are referred as needed to this service. School can access this service for children under 5 years old- If OT support is required during other years within the Primary school, referrals are made via the GP, as a medical professional is required to sign off the referral. School and other agencies can support the referral if there is a need.</p> <p>Children are referred as needed to this service via a Single Access Point The community Paediatrician can be accessed via CAMHS. They assess pupils for ADHD, ASD and other conditions</p> <p>The School Nurse is available for staff training and is involved in a number of ways e.g. Writing Care plans for pupils with medical needs and giving guidance with health related issues.</p>
<p>Merton SEND Independent Advice Service</p>	<p>Merton (and surrounding authorities) operates an independent advice service, which aims to provide a link between parents and school where deemed to be appropriate.</p>

9. Transition.

- How will the school help my child settle with confidence and manage change as they move between schools and year groups?

Pupils with SEND can become particularly anxious about ‘moving on’ to new classes, teachers or new schools. This includes joining the school. We seek to support successful transition.

We liaise with the receiving secondary school to make the transition process as smooth as possible for the pupil. Additional visits to the school often take place if deemed appropriate.

Admission to SS Peter and Paul

- The Headteacher and/or Assistant Headteachers or Early Years Leader meet with the parents of all pupils prior to the child being admitted to gain a clearer picture of the child's needs and to begin the process of establishing a relationship with the parents and the child. We undertake home visits where a child is being educated at home or is of pre-school age. In children of pre-school age who have been in a previous setting there is usually a transfer meeting organised with the feeding school.
- Pupil's entering the school in Nursery and reception will get a home visit, from members of the Early Years staff in school, or be invited into school. In addition, the Family Support Worker also attends to signpost parents to relevant agencies if the child has special needs.
- Where a child has significant needs, we endeavour to visit them in their current educational setting and arrange to meet the professionals involved with the parents' consent. We may, as a result, suggest a transfer programme that initially involves part time attendance.

When moving classes in school

- Information sharing meetings take place along with analysis of the impact of interventions etc. at the end of each academic year.
- Each class also has the opportunity to meet their new teachers for part of a day in the final few weeks of the Summer Term.
- Additional visits to the classroom are arranged where necessary. Transition booklets are made to aid transition.

When moving to another school

- We contact the school SENDCo and share information about special arrangements and support that has been made to help children achieve their learning goals.
- We ensure that all records are passed on as soon as possible.
- Individual arrangements may be made to visit the new school with support staff.

Transition to Secondary School

The LA's arrangements for Y6 transfer to secondary education includes a transfer meeting set up by the school. The school's Assistant Head for Standards and Inclusion provides information for the SENDCos from the receiving school about pupils' specific needs. Secondary SENDCo colleagues and other relevant staff may also visit SS Peter and Paul to talk to staff here about the transferring pupil with SEND and how best to meet his/her needs.

Some pupils require additional preparation for transfer to Secondary School. This might include additional visits, additional circle time and peer mentoring and a transition pack.

For children with an Educational Health Care Plan, the Local Authority's procedure for transition starts in Y5 with a discussion about appropriate provision at secondary level. Parents and children are encouraged to visit secondary schools, and possibly special schools, a year in advance so that they have a clear idea which secondary school they would like to name by the start of Y6. The Local Authority's form - *Transfer to Secondary School for pupils with Statement of Special Education Needs*, needs to be completed and returned to the L.A. by the October half-term of Y6. This is to ensure that children with Education Health and Care plans are informed of their secondary school placement at the same time as their peers.

If the Annual Review has taken place before the receiving secondary school is known, then arrangements are made to discuss the child's particular needs and abilities when possible.

Children with Education Health Care Plans are usually invited to attend additional transition visits, as well as general Y7 transition days. Other specific transition plans and arrangements can be organised if required.

10. Extended School Day.

- What additional facilities do we offer before and after school?

There is breakfast and afterschool provision. This is available for a fee. Details of this provision can be sought from the School Office.

We offer 30 hours for Nursery pupils.

11. Who do I talk to if I am dissatisfied with my child's support or progress?

If you are not happy with the support or progress of your child, you should speak to the class teacher initially.

If you are still not happy you can speak to the Assistant Head for Inclusion

If the matter is still unresolved please contact the Head teacher

If you are still unhappy then please contact the Chair of Governors, via the school