



SEND Information

POLICY

School Name

St. Andrew's Southgate

Updated

September 2023

Review Date

September 2024



Do justice,
love kindness
and walk humbly
with your God Micah 6.8

ST. ANDREW'S SOUTHGATE PRIMARY SCHOOL (CE) | 293 CHASE
ROAD, SOUTHGATE, LONDON, N14 6JA

SEND INFORMATION

NAME OF SCHOOL/COLLEGE: St Andrew's Southgate	
HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES	
Our school's vision and mission statement	<p>Do justice, love kindness and walk humbly with your God (<i>Micah 6.8</i>).</p> <p>We at St Andrew's use our Christian and British values to build character among our pupils, produce lifelong learners and global citizens with a sense of social justice.</p> <p>We have a love of learning and strive to nourish the God-given potential of each individual and we value our caring and prayerful Christian environment.</p>
How does this relate to children and young people with special educational needs and disabilities?	<p>At St Andrew's we are committed to ensuring that every child matters, and that they feel valued</p> <p>and part of the school community both socially and academically. In line with the SEN Code of Practice and the Disability Discrimination Act we are willing to make reasonable adjustments to meet the needs of children when possible.</p> <p>We ensure:</p> <p>The curriculum is broad and balanced in every year group</p> <ul style="list-style-type: none"> ■ Have half termly moderation meetings to ensure all children are making progress and set interventions to help those who need support ■ Aim to identify SEN as soon as possible ■ Have an open door policy and work closely with all our parents and guardians ■ Request support from outside agencies when required
Our School	<p>We are a one form entry primary school and pride ourselves on providing a broad and stimulating curriculum whilst developing spiritual, moral and cultural understanding in our pupils. Relationships between pupils and adults are excellent and we have a strong link with St Andrew's Church on Chase Side. St Andrew's School has been providing education for local children since 1863 and today there are 210 pupils on roll, their ages ranging from 4-11.</p>

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HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Ofsted

Inspection dates 25th and 26th September 2019

St. Andrew's was judged to continue to be a good school. See website for a copy of the final report.

Identifying the needs of our children

We endeavour to ensure we identify children SEN as soon as possible in order to support them effectively. To help us with this we:

- Liaise with children's nurseries and previous school
- Investigate why children are performing below age expected levels
- Follow up concerns raised by teacher and or parents
- Look into concerns regarding behaviour, gross/fine motor skills, hearing, speech and language, social interaction, concentration
- Open door policy to encourage discussions with parents
- Liaison with outside agencies eg speech and language therapist, educational psychologist
- Diagnosis of SEN (from all professionals)
- Early intervention
- On-going tracking of progress
- Implementing 'Learning Support Plans' – target setting to support need and review these termly

What if a parent has a concern?

We encourage our parents to talk to us.

In the first instance, class teachers are willing to discuss concerns. Where necessary the Headteacher and deputy Headteacher are available to discuss concerns, please book a convenient time to meet.

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Meeting the needs of our SEND children

The school provides a broad and balanced curriculum which aims to reach all students.

- Our SENCO oversees all support and progress of children with special needs
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made
- There may be a Learning Support Assistant (LSA) or Teaching Assistant (TA), working with children either individually or as part of a group
- Progress will be monitored carefully twice a term at pupil progress meetings
- Where little progress has been made, alternative strategies or interventions may be introduced
- The school can access a limited amount of time from outside agencies to help in our work with children with SEND
- Provision maps are used to monitor all the support given and its effectiveness.
- Every child on our SEN register has a pupil diary on our school assessment tool ensuring up to date and historical detail is always readily available. This also enables new teachers to see what has been effective in the past.

Speech and Language issues are responsible for poor progress in children and this is an area that needs addressing early in a child's development.

Therefore, we have a Language and Social Skills group (LASS) which is run by two experienced Learning Support Assistants. These small group sessions are run for our Reception children and are intended to enhance and develop the curriculum they already receive in school - Supporting them with key vocabulary and grammar skills. We have been encouraged by its success and the progress the children make after being on it.

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Our Curriculum

The class teacher is responsible for all children in their class and provides Quality First Teaching. The teacher coordinates how the additional support is used. The teaching assistant provides in class support as directed by class teacher. Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning activities are adapted in order to enable your child to access their learning as independently as possible. Lessons are carefully differentiated to your child's needs and equipment carefully chosen to suit their learning needs/style.

School Resources

Senior Leaders, class teachers and teaching assistants work together, looking at planning and children's needs and aim to ensure we have the resources needed available. Through using our provision mapping and looking at the areas/ resources that obtain the best results we invest in the resources to make them work most effectively.

- We work as a team to allocate resources to children and groups of children
- As far as possible, we ensure that all children's needs are met to the best of the school's ability with the funds available
- The SENCO will seek advice from external professionals when necessary and often this advice will make recommendations to amount and type of support a child may need.
- Learning Support Plans are used to set personal targets and review effectiveness of support/ interventions/ resources put in place.
- Decisions are made according to a child's needs (these needs may change over time) –
we obtain a baseline assessment for the children with support and measure the progress on a half termly basis - ensuring this is communicated with parents at progress meetings.

We buy back into the Borough's training programme to ensure all those who deliver interventions and provide support for our children with SEN are kept up to date with best practise.

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Monitoring progress and support

How we check that a child/young person is making progress and how we keep parents informed.

- Children's progress is monitored. Where progress is slow, alternative strategies would be introduced.
- Children's progress is reviewed and discussed every half term and assessed against the national curriculum expectations. Those who carry out interventions feedback to both the SENCO and the class teacher so all those involved with the child are aware of how they are progressing.
- Parents/guardians are invited to meet with the class teacher and SENCO.
- If necessary, reviews of children's progress are held with parents/guardians on a termly basis when previous targets are discussed and new targets made.
- Parents/guardians can make appointments to meet with the class teacher and SENCO.
- Children's progress is discussed formally and informally

Health and Wellbeing

At St Andrew's we have six Christian values that we use to guide our behaviours and attitudes.

Stewardship, compassion, peace, service, thankfulness and justice.

Our children respect these values and take them very seriously. The school has a very clear behaviour management system which is a system of rewards and incentives that can be a powerful influence in improving behaviour standards and raising self-esteem. Pupils must be made aware of the school rules, why they are necessary and be expected to conform to them. Sanctions need to be fair, consistent and the reasons for them understood. In most cases a verbal reprimand is sufficient to correct instances of misbehaviour. More serious offences may result in a loss of privileges, such as free time to pursue a favourite activity or a missed playtime when they will be asked to write an apology letter. We focus on positive praise.

All classes use the green, amber and red behaviour chart where children's behaviour is monitored. This chart is used discreetly and pupils always have the chance to redeem themselves if they have been misbehaving.

Pupils who require additional support in managing their behaviour are supported by their class teacher.

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Although we encourage all our children to share their views, we have a school council who are nominated on a yearly basis who are the voice of our children.

Pastoral, Medical and Social Support

Our Welfare Officer manages the administration of medicines and personal care and closely monitors and records all use of medicine. The Welfare Officer works closely with our school nurse and parents and medical needs are included on care plans and risk assessments when necessary and shared with all relevant staff including class teachers, support staff, lunchtime supervisors. This will include any allergies. The plans are updated regularly and parents are encouraged to inform the school of any changes to their child's health needs.

Social and pastoral care is very important to us and sharing concerns no matter how big or small is essential – again we encourage parents to inform either the Class Teacher/ Learning Support Assistant, Welfare Officer or the Deputy Head Teacher this will help us all to work together.

However, if any concerns arise that have not been previously discussed parents can phone the school and speak to the Welfare Officer or SENCO.

Attendance

We monitor attendance through an online registration system. It is crucial that your child's attendance is good. This will support your child in making good progress with the support they are given. The School Welfare Officer meets with the Enfield Welfare Officer on a regular basis to discuss approaches to families who have problems with attendance or punctuality. We then would aim to work closely with the family to aid them to achieve the desired attendance, setting targets and reasonable goals dependant on their needs. It is important that if your child has medical issues that the school is notified immediately and they return to school as soon as possible. If you are unsure about any issues the School Welfare Officer will be able to advise you.

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External Support Available

Specialist external agencies are used when we think extra help is needed.

- Educational Psychologist
- Speech and Language Therapist
- Social Services
- Children and Adolescent Mental Health Service
- Behaviour Support Service
- Occupational Therapy
- Physiotherapy Therapy
- Outreach: West Lea School - Down's Syndrome
- Russet House - Autism

We also receive support from Enfield Early Years Support Team for our Language and Social Skills (LASS) we have two trained members of staff who run this group twice a week.

We have an Enfield SEN advisor who is available to offer us support or direct us in the right direction when dealing with new needs.

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Staff Training

We buy back into the Enfield School Improvement Service which offers us a wide range of CPD across many areas for all our staff. Whole staff training enables us to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Training needs are discussed during staff performance management meetings and catered for over the course of the year.

School Trips

All children are included in all activities and safety is considered at all times. Risk assessments are completed prior to all trips and trip leaders will visit the location beforehand to ensure accessibility for all. If there are children involved that require extra support the school will provide this. When children have additional needs strategies are provided and shared with parents to prepare pupils for visits and activities.

Accessibility

We are a small school on one floor level with several stairs which connect the corridors. All areas of the school are well lit and kept clear to ensure children with visual or mobility difficulties are catered for.

The school has disabled toilet facilities.

When each child with special needs enters the school their needs are carefully reviewed and any necessary adjustments made.

The school is secure and has restricted access. Only members of staff have access keys.

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Joining our school

When joining our school all reception children have a play afternoon at our school to familiarise them with the setting. In addition to this the reception team (and the SENCO if necessary) will visit the child at home. Further opportunities to meet can be arranged if needed.

Other in year starters are welcomed to our school by way of a school tour and the opportunity to discuss needs with the Head teacher, the SENCO or the Welfare Officer.

When leaving our school children will be part of a Year 6 transition to secondary school group, which helps them with some of the tools they will need for secondary school.

We will help parents to arrange additional visits to the school if we feel it is necessary and our SENCO will provide the new school with all relevant documentation and information about your child.

We want all transitions for our children to be a smooth as possible.

Parent – School Relationship

Parents/Carers are encouraged to discuss any concerns whenever they arise - your views and opinions are very important and welcomed by all staff.

- A home-school communication book may be used, where necessary.
- Parents/carers can be supported by translators where necessary - we have several members of staff that are able to translate.
- All literature sent from school is reader friendly and text reminders are sent.
- Information is available on request and is kept up to date on the school website
- Parent meetings are scheduled during the school year but parents and teachers are welcome to arrange a further meeting if necessary.
- We welcome parent volunteers to help us during the school day.

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Who to contact

We encourage you to make the class teacher your first point of contact.

The SENCO is Mrs N Rahman – naseem.rahman@st-andrews-southgate.enfield.sch.uk

The School Welfare Officer is Mrs Foreman

sue_foreman@st-andrews-southgate.enfield.sch.uk

Date

Our offer to children with special educational needs and disabilities was prepared: Sept 2020

It will be reviewed: Sept 2024