



Westminster Cathedral Catholic Primary School

SEND Information Report 2020-2021

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

What support can you expect for your child?

	Questions	School Response
1	What do we mean by special educational needs or disabilities?	<ul style="list-style-type: none">• 'Special Educational Needs' (often shortened to SEN) describes the needs of children who have a difficulty or disability that makes learning harder for them than most children of the same age. SEN can cover a broad range of needs that includes physical development; visual or hearing impairment; difficulties with speech and language; emotional and behavioural difficulties; difficulties with thinking and understanding.• Disability is a term used for those with a physical or mental impairment that can have a long-term effect on your ability to do normal activities and have an impact on accessing the National Curriculum.
2	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none">• Our staff are vigilant at identifying and raising any concerns about a pupil's learning abilities. Parents/carers are encouraged to speak to the Class Teacher as soon as possible if they have any concerns about their child, or alternatively they can speak to our Special Needs Co-ordinator (SENCo) – Miss Simmons.• As SENCO, Miss Simmons responsible for:<ul style="list-style-type: none">▪ Co-ordinating provision for children with SEN and developing the school's SEN Policy.▪ Ensuring that parents are:▪ Involved in supporting their child's learning and access to the National Curriculum.▪ Kept informed about the range and level of support offered to their child.▪ Included in reviewing how their child is doing.▪ Liaising with a range of agencies and professionals outside of school who can offer advice and support to help pupils overcome any difficulties.▪ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.• The SEN Governor is Susana Cao-Miranda. She is responsible for supporting the school to develop high quality provision and evaluate the impact for pupils with SEN across the school.• Westminster Cathedral Primary School uses a monitoring system to track the progress of all pupils in core subject areas (Reading, Writing, Maths and R.E). We use summative and

formative assessments to track progress and the data is used to analyse and inform teachers of priority areas for learning and to celebrate achievement.

- We have 3 key assessment points during the year that are followed by Pupil Progress Meetings. These meetings give Class Teachers the opportunity to meet with the school Leadership Team to discuss in detail the progress of individual children and set appropriate targets for their next steps. If appropriate, the Class Teacher will put in place additional support for children who need extra help in liaison with Miss Simmons.

3 How will school staff support my child?

- All our staff are responsible for the inclusion of children with Special Educational Needs and Disabilities (SEND). The class teacher will support your child in class and will also work together with the SENCo to find ways to support the child's learning that are 'additional to' and 'different from' those provided as part of the school's usual differentiated curriculum.
- We use Individual Learning Maps for any child receiving support that is 'additional to' and 'different from' others in the class. This will contain the details of the extra provision in place for your child and is reviewed termly. Class Teachers will then meet with parents to share progress against these targets.
- If the pupil requires additional support or assessments from outside agencies e.g. CAMHS or an Educational Psychologist, then the pupil must have an individual Learning Profile and targets written and set.
- We value strong home-school links and keep parents informed of any additional support their child is receiving.
- In some cases, and for pupils who have an Education Health and Care Plan (EHCP), then allocated hours may be provided by a Teaching Assistant. The level of support will relate to the complexity and severity of need. There will be an expectation that pupils should develop independent learning skills as far as possible and not become reliant on adult supervision.
- Formal review meetings of an EHCP are held annually where parents / carers and professionals working with the child will be invited to these meeting to discuss the targets and outcomes set by the EHCP and support arrangements will be updated and revised accordingly. The outcomes of these meetings will be formally recorded.
- All our additional support programmes are overseen by the SENCo and when an intervention is not seen to be working, we are quick to respond.
- We may also liaise with a range of outside agencies to ask for further support and specialist advice.

4	<p>How will the National Curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Differentiation is embedded in our curriculum and teaching practice. All lessons are evaluated as to how well the lesson went and what learning was received by the children. • Our Pupil Progress meetings help us to monitor progress and reflect on the next best steps. • All our teachers are clear on the expectations of High Quality First Teaching and this is monitored regularly by the Leadership Team through Book Scrutinies, Pupil Voice, Leadership Team, • Learning Walks and Lesson Observations. • Teaching Assistants work closely with Class Teachers to support children's learning in small groups and with individuals.
5	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Children are given clear feedback on their learning and respond to their teacher's comments through our marking system of 'yellow (sunshine)' and 'green (growing)'. • We have a number of formal opportunities (e.g. Parents Evenings) where parents/carers can meet with staff to discuss their child's progress. At such at meetings, teachers share what can be done by families at home to support the learning at school. This is also reinforced by generic updates on the curriculum which we share through our newsletters and website. • We have specific year group initiatives such as 'Stay and Read' sessions in Reception where parents have a further chance to see their child in situ. • We also hold curriculum evenings to help families understand what learning is expected and how they can best support their child/young person's needs. • Our Open-Door policy means parents can come in and talk to teaching staff/ Headteacher/ SENCo/Leadership Team either by phoning the school office to make an appointment. • Teachers accompany pupils onto the playground or are present within the classroom in Key Stage 1, at the end of the day to meet parents/carers. • Parent feedback forms following parent/teacher consultations. • Parents are encouraged to speak with teachers as the need arises
6	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • At Westminster Cathedral Primary School, our school Mission Statement is to 'Love one another as I have loved you' <i>John 13:34</i>. We aim to create a happy and caring atmosphere where each child feels secure and child is considered unique and valued for their contribution to school life.

- Each class has a worry box and children are regularly reminded of who they can talk to in school if they are worried/upset about anything.
- Pupil voice is central to our ethos and this encouraged in a variety of ways, particularly through our House Point System, Pupil Chaplaincy Team and School Council.
- We are also able to offer individualised programmes such as 'Dramatherapy' and 'Outbreak'.
- We have a medical policy in place regarding the administration and management of medication on the school site and relevant activities are covered by risk assessments. Relevant staff are trained to support medical needs.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff.
- We are also able to invite colleagues from our 'outside agencies' to talk with the whole class (or whole school on occasion) about what it means to have a specific difficulty or disability, or to face a particular challenge. E.g. Designated Ward Officer – Safety in the Local Area, NSPCC 'Speak out. Stay safe.'

7 What specialist services and expertise are available at or accessed by the school?

- We have staff trained in intervention programmes such as Catch up Numeracy, Toe by Toe, Talkboost, Word Aware and Syllable Analysis.
- We have some established relationships with professionals in health, education and social care.
- All external partners we work with are vetted in terms of safeguarding.

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	Description of support
Educational Psychology Service. Our attached Educational Psychologist is Miss Gráinne McDonnell	<ul style="list-style-type: none"> • Miss McDonnell works with the SENCO, the teachers, the support staff, the parents and the children to assess children's needs, set appropriate learning targets, give advice to staff about the best ways to help children meet the targets, support referrals to other services and applications for statutory assessment.

<p>Speech and Language Therapy</p> <p>Our commissioned therapist is Sarah Seresin</p>	<ul style="list-style-type: none"> We receive support from the Local Authority NHS commissioned Speech and Language therapy for children who require this as part of their EHP provision.
<p>TBAP Behaviour Support Team</p>	<ul style="list-style-type: none"> This service offers support to children, families and schools to effectively meet the needs of children who have behavioural difficulties.
<p>Westminster CAMHS (Child and Adolescent Mental Health Service)</p> <p>7a Woodfield Road London, W9 2NW</p>	<ul style="list-style-type: none"> This service offers advice, assessment and treatment for children who have a serious mental health disorder or psychological difficulties. It can also offer support for their families. <p>Website: www.cnwl.nhs.uk/service/westminster-camhs/ Email: westminstercamhs.cnwl@nhs.net Tel: 020 3317 5999</p>
<p>Westminster Information Advice Support Service</p> <p>Tel: 020 7641 5355 Monday to Friday (9.30am - 4.30pm)</p>	<p>Information Advice Support Service (IASS) for Children & Young People with SEN & Disabilities and their parents.</p> <p>Email: iass@westminster.gov.uk Website: www.westminsteriass.co.uk/</p>
<p>8 What training have the staff supporting children with SEND had, or are having?</p>	<ul style="list-style-type: none"> Our Special Needs Co-ordinator (Miss Simmons) is a qualified and experienced teacher who is also our Year 2 class teacher. She is currently working towards the National Award for SENCos. We continually further our staff expertise in Quality First Teaching for <u>all children</u> through a rigorous programme of INSET, Teaching and Learning Observations, Children's work Scrutiny, Pupil Progress Meetings, and Learning Walks. Recent staff training includes how to support children with: Autistic Spectrum Disorder; Speech and Language Difficulties; Hearing and Visual Impairment; Behavioural Difficulties and Dyslexia. Some staff have also had training in managing a variety of medical needs including diabetes, asthma, allergies, feeding disorders and sickle cell anaemia.

		<ul style="list-style-type: none"> • Our SENCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN. • The school also seeks advice and guidance from Westminster Special School, Training and Outreach Service to review, evaluate and develop provision for pupils who have the most complex needs.
9	How will my child person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • We believe that all children have the right to learn together and should not be devalued or discriminated against by being excluded or sent away because of their disability or learning/behaviour difficulties. Our SEN Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. • Wherever possible, we support children in a way that allows them to share the same learning experiences as their peers. However, there are times when we ask children to work in small groups or in a one-to-one situation (e.g. boosting an individual's reading skills) away from the classroom in order offer more personalised support and maximise their learning in a quieter environment.
10	How accessible is the school environment?	<p>In line with The Children and Families Act 2014, the Equality Act 2010 and the SEND Code of Practice 2014, our school is committed to make arrangements to support pupils with medical or physical needs.</p> <ul style="list-style-type: none"> • We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life. • We have disabled access throughout the ground level of the school. There is a disabled toilet at the entrance of the school building. Three classrooms, the school hall, the ICT suite, the inclusion office and medical room can be accessed by a wheelchair. • The school's accessibility plan is currently under review and will be on the school's website shortly.
11	How will the school prepare and support my child to join the school, transfer to a new school or the next stage of	<p>Through our school mission statement, we aim to develop key skills in children so that they will be successful learners in whatever they do. Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support successful transition by:</p>

education and life?

Joining in Reception:

We make visits wherever possible to see the child in their pre-school setting prior to starting with us.

We offer home visits to parents immediately prior to the children starting school so that some individual time can be spent with the teacher, Teaching assistant, child and parent. When appropriate, the SENCo will also attend.

When moving to another school:

- We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.
- We will ensure that all records are passed on as soon as possible.
- Where children have already been identified with a particular need, we liaise carefully over successful strategies.

Transition to secondary school:

Teachers and our SENCo meet with key staff from secondary schools to pass on information that will support transition into secondary school.

- We encourage children to take part in any specific transition programmes that are on offer from local secondary schools.
- We invite the SENCo from the receiving school to attend special educational needs review meetings prior to their transition.

Records are sent promptly and receiving staff are liaised with as appropriate.

12	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service, so interventions are costed and evaluated. • Each class has a Class Teacher and a Teaching Assistant who supports the teaching and learning throughout the day. • We have a number of TAs who are trained in specific interventions to meet the needs of children with Special Educational Needs and Disabilities. • We have several TAs who work with the Class Teacher and SENCo to meet the needs of specific individual children. This is through individual and small group work, as well as supporting within class. • Where there are concerns of safety and access, risk assessments are put into place. Where applicable, parents are consulted and involved in planning.
13	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • Quality First Teaching is clearly defined at Westminster Cathedral Primary School with high-quality teaching expected in all classrooms. Learning is differentiated to support the needs of all children. • We monitor the level of progress and attainment children make against national and age-expected levels at 3 summative assessment points throughout the year. • When children have an Individual Learning Profile, progress against the targets is reviewed termly and shared with parents. Provision may also be revised at this time. • Any advice from external professionals is incorporated into children's provision. • The SENCo oversees all additional support.
14	<p>How are parents involved in the school? How can I be involved?</p>	<p>Westminster Cathedral Primary School fully recognises the important role that parents play in their children's school success. As a parent, you know your child best and the closer you work with your child's teachers and school, the more successful any provision will be.</p> <ul style="list-style-type: none"> • We encourage attendance at school events such as Open Evenings and Curriculum Evenings. We also recommend that parents come in to talk with the teacher as soon as they have a concern. We operate an open-door policy and this means parents can come in and talk to teaching staff/ Headteacher/

		<p>SENCo/Leadership Team either by calling in at the end of the day to speak directly or by phoning the school office to make an appointment.</p> <ul style="list-style-type: none"> • Our Governing Body includes Parent Governors. • We are always looking for new ways for parents to become involved in our school. There are always opportunities to support learning in the classroom from volunteering to listen to children read to supporting on school trips. If you are interested, arrange to meet with Mrs Badejo, our Volunteer Co-ordinator.
15	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • Further information and support can be obtained from the school office who can arrange a meeting for you with the relevant member of staff. • If you are thinking about joining our school, we would encourage you to visit us first. We would be pleased to organise a school tour for you followed by a chat (if you would like) with our Head Teacher (Mr Scott Cree) and our Deputy Head (Miss Smith). • If your child is already at school, your first point of contact should be your child's Class Teacher. • You can find further information about Westminster Council's Local Offer via https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0

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