



SCHOOL SEN INFORMATION REPORT 2021-22

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs and disability (SEND). There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

At Margaret Roper School, we place the child at the centre of our Mission Statement, Caring, Learning and Achieving as part of God's family, which is at the heart of all we do. We are an inclusive school offering equality of opportunity to all pupils. The Special Educational Needs Co-ordinator (SENCO) is Mrs Liessa Callaghan.

Information and Guidance:

1. Who should I contact to discuss the concerns or needs of my child?

If you have concerns, your first point of contact should be your child's class teacher. He/she is responsible for:

- 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 delivery of any additional support required to support progress
- Contributing to devising personalised learning plans, where necessary, to prioritise and focus on the next steps required for your child to improve learning
- Applying the school's SEN policy.

You may then may be directed towards Mrs Callaghan, the Special Educational Needs Coordinator (SENCO) She is responsible for:

1. Coordinating provision for children with SEN and developing the school's SEN policy
2. Ensuring that parents are:
 - Involved in supporting their child's learning and access
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing the progress their child is making.
 - Consulted about planning successful movement (transition) to a new class or school
 - Liaising with a range of agencies 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 Head Teacher, Mr Dermot Mooney, has overall responsibility for the day to day management of all aspects of the school, including the provision made for pupils with SEN. Our SEN Governor is Dr Anne-Marie Sawyer who is responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school. She in

turn is supported by the SEN Working Party. This group consists of governors who work with the Senior Leadership Team and the SENCO to oversee the SEND Policy and Provision.

2. How will the curriculum be matched to my child's needs?

- Each pupil's education programme will be planned by the class teacher and differentiated according to the pupil's individual needs.
- Ongoing monitoring takes place by class teachers and subject leaders to identify pupils who are not making adequate progress or who have behaviour needs which are affecting their ability to engage in learning activities. This is overseen by the Head Teacher
- After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties.
- This additional support is documented in an individual provision map or a Student Passport.
- In consultation with the SENCO and parents, short term targets are agreed, which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed considers each student's strengths as well as their difficulties.
- In some cases, a member of support staff may be allocated. The level of support will take into consideration the complexity and severity of needs. There will be an expectation that pupils should develop independent learning skills as far as possible and not become reliant on adult supervision

3. How will I know how Margaret Roper Primary School support my child?

- You will be able to discuss your child's progress at Parents' Evenings
- Your child's class teacher will always be available if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by making an appointment through the school office

4. If my child does need additional support which involves outside agencies how will I be involved?

- Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, students are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.
- If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Student Resource Agreement will be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process will be explained in the LA Local Offer

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

5. How will the school help me to support my child's learning?

- Your child's class teacher may suggest ways you can support your child at home
- Mrs Callaghan may meet with you to share strategies which outside agencies may have suggested to support the needs of your child

6. What happens if I feel my child might need additional support when taking Tests and Examinations?

- For some pupils, additional arrangements and adjustments can be made to enable them to fully access a range of tests.
- This might include additional time, rest breaks or use of a scribe.
- The SENCO will inform you about eligibility and applications for these arrangements

7. What support is available for my child's overall well-being?

Margaret Roper Primary School offers a variety of pastoral support for pupils who are encountering emotional difficulties. Emotional well-being

- All staff are available to discuss issues and concerns with pupils as they arise
- Mrs J. Inman is our trained Emotional Literacy Support Assistant (ELSA). She is experienced at supporting children with their emotional needs, supporting friendship groups, and enhancing confidence in children that find education challenging.
- In Margaret Roper all staff have received basic first aid training and we have a team of staff who hold current certificates in First Aid, having completed a 2- day course.
- If a pupil has a medical need a care plan is compiled with support from any medical professionals involved in dealing with the child and the parents. These are discussed with the staff who are involved with the pupil.
- All medications, including asthma pumps and epi pens are stored in a cupboard in the medical/ first aid room
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and member of staff.
- Staff receive regular epi pen training from the school nurse

8. What specialist services and expertise are available at or can be accessed by the school?

At Margaret Roper Catholic Primary School, we can refer a child to:

- Speech and Language Therapy
- Educational Psychology
- Occupational Therapy
- Community Paediatrics
- CAMHS - Child and Adolescent Mental Health Service
- Early help
- Social Care
- School Nurse
- Visual/Hearing impairment services
- Outreach Team Chaffinch Brook School
- Outreach Team St Nicholas School

9. What training have the staff supporting children with SEND had or are having?

An ongoing programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEN. 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 local special schools to review, evaluate and develop provision for pupils who have the most complex needs. We also have staff with specialised expertise and qualifications including:

- A Teaching Assistant with specialist qualifications for supporting pupils with Speech and Language difficulties

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- An Emotional Literacy Support Assistant (ELSA) with enhanced knowledge and skills to support children to manage feelings and make positive relationships.

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10. How will my child be included in activities outside the class room and on school trips?

Activities and school trips are available to all

- Risk assessments are carried out for every trip
- Wherever possible, special arrangements will be made to accommodate any child with a particular need
- On occasion if it is felt necessary to provide an intensive level of 1-1 support, particularly on residential trips, a parent or carer may be asked to accompany their child during the activity

11. How accessible is the school environment?

We have an accessibility plan in place to ensure that pupils with SEN and Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted. The school's accessibility plan is updated annually and can be viewed on the school website.

Access arrangements currently include:

- Sound Field System to enhance sound within the classroom for pupils with hearing impairment is installed in most classrooms
- Wheel Chair Access to most parts of the building
- Disabled toilet facilities with hoists
- Lift (enabling access from ground floor to most of the first floor)
- Ramps to make parts of the building more accessible

Depending on the needs of children, an individualised access and/or medical care plan will be in place.

12. How will the school prepare and support my child when joining Margaret Roper Catholic Primary School or transferring to a new class or school?

In order to make pupil's transitions as smooth as possible the following strategies are in place:

- Discussions with Early Years settings and Nurseries before pupils start at Margaret Roper
- Our Reception team make home visits in the first week of the new school year to the pupils about to join the school
- All pupils visit their new class at the end of the summer term
- Additional visits are put in place for any pupils who need more support for transition
- Pupils transferring from other schools are invited to make a prior visit to meet their new class.
- Year 6 pupils visit their new schools prior to joining their new schools
- The school liaises with staff from the Secondary schools to pass on information regarding SEN pupils. If a child in Year 6 has an EHCP the school will invite members of the receiving school's SEN team to the annual review

13. How are the school's resources allocated and matched to children's special educational needs?

- Each financial year the SEN budget is allocated and the money is used to provide additional support or resources depending on a child's needs.
- This support may be given through deployment of additional or specialist staff;
- This support may also be given through resources such as electronic aids or specialist equipment to suit the specific needs of the child

14. How is the decision made about how much support my child will receive?

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Decisions are based on:

- termly tracking of pupil progress
- assessments by outside agencies

15. How will I be involved in discussions about my child's education?

At Margaret Roper we like to work in partnership with parents. This may be through:

- Discussions with the class teacher
- Parents' consultations
- Discussions with Mrs Callaghan and other professionals
- Reviewing targets

16. Who can I contact for further information?

If you wish to discuss your child's needs or have any concerns please contact the school office to arrange a meeting with Mrs Callaghan.

SENDIAS – SEN Information and Advice croydon@kids.org.uk	SENDIAS provides independent information and advice and guidance for parents /carers of children and young people with SEND. They also provide mediation services
Virtual School for Children who are looked after VirtualSchool@croydon.gov.uk	This service oversees and monitors provision for children who are in the care of the Local Authority
The full range of local support available to support your child within and outside of school can be found in the Croydon Local Offer for pupils with SEN: https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page	

17. What should I do if I am unhappy about the support my child is receiving?

- In the first instance you should speak to your child's class teacher. To allow time to discuss the issues you should contact the school office to make an appointment.
- Depending on the nature of the concern the SENCO and other senior leaders may attend this meeting or subsequent meeting.
- The SEN Governors may be contacted in writing via the school office
- If you are still unhappy and feel matters are unresolved and we feel that we are fulfilling our duties in respect to your child, we will recommend you seek further advice from the local SENDIAS (SEN Information and Advice) and Mediation Services This service is not linked to the school.
- The school can also arrange for parents to discuss concerns with other key professionals such as the Educational Psychologist.
- If your concerns are still unresolved we will advise you to make a formal complaint and direct you to the School Complaints Procedures on the website.
- If your concern is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEN team. Parents will be contacted directly by the service to receive information about the mediation services and other action you may consider

This policy was agreed by the Governors on: 17th November 2020

It will be reviewed no later than: 1st November 2022