

ΠΑΝΤΑ ΙΣΧΥΩ ΕΝ ΤΩ ΕΝΔΥΝΑΜΟΥΝΤΙ ΜΕ ΧΡΙΣΤΩ
I AM STRONG THROUGH JESUS CHRIST

Headteacher: Mrs Vasoula Baron

Deputy Headteacher: Mrs Mary Mantilas

Assistant Headteacher: Mrs Angelina Adrien

ST CYPRIAN'S



GREEK ORTHODOX PRIMARY ACADEMY
CO-EDUCATIONAL SCHOOL FOR CHILDREN AGED 3-11

Ακαδημία Άγιος Κυπριανός

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St. Cyprian's Greek Orthodox Primary Academy
Meeting the Needs of Pupils with Special Educational Needs and Disabilities
The School Offer

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. 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 ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education.

At St. Cyprian's Greek Orthodox Primary Academy we are committed to our inclusive practice and have held the Inclusion Quality Mark since 2010. In September 2013 the Academy was awarded Flagship Status reinforcing its commitment to inclusive practice and has carried out in-depth research at Master's level to ensure this. As the Academy's mission statement affirms, *'it is our aim to ensure that all children receive the highest quality primary education in a supportive learning environment.'*

The Academy holds the following awards/validations:

Inclusion Quality Mark, including Flagship Status, National Healthy Schools Award, Primary Quality Mark, Arts Mark – Bronze level, Sing Up Silver Award, SSAT Achievement for all, Travel Award- Silver and The Primary Science Mark-Silver.

The majority of teaching assistants at the Academy are very experienced and have achieved NVQ at Level 2 or Level 3 including an HLTA and specialist Speech & Language Teaching Assistant. Interventions are thus delivered by staff who have sufficient knowledge and skills to enable children to make good progress.

What support do we offer?

The school will use its best endeavours to ensure the necessary provision is made for any pupil with SEN. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Draft Code of Practice for SEN.



Registered Company No: 08085808

Roles and responsibilities:

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

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 within everyday teaching.
Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning
Applying the school's SEN policy.

Special Educational Needs Coordinator (SENCO)
Mrs Mantilas
Email: deputy@st-cyprians.croydon.sch.uk
Mrs Angelina Adrien
Aadrien.306@lgflmail.org

If you have concerns about your child you should speak to your child's class teacher first. Depending on the outcomes of these discussions you may have a follow up meeting with the SENCO.

She is responsible for:

- Coordinating provision for children with SEN and developing the Academy's SEN policy
- Ensuring that parents are:
 - ❖ Involved in discussions to identify key strengths and areas of difficulty
 - ❖ 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 how their child is doing
 - ❖ 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 Headteacher
Mrs Baron
head@st-cyprians.croydon.sch.uk

She is responsible for:

- The day to day management of all aspects of the Academy, including the provision made for pupils with SEN

SEN Governor
Ms V Yeats

She is responsible for:

- Supporting the Academy to evaluate and develop quality and impact of provision for pupils with SEN across the Academy.

Email: office@st-cyprians.croydon.sch.uk

Assessment Planning and Review – SEN Support

How will the school decide if my child needs extra help? How can I find out about how well my child is doing?

Meetings are held each term to look at the progress of all pupils.

Where there are concerns that a pupil is not making progress further assessments may take place and, as required there will be discussions with key staff to plan for additional support to be in place and the outcomes expected from this intervention. You will be invited to contribute to these discussions.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Appropriate provision will be provided and this will be carefully recorded on the on a support plan. The impact of this additional support will be reviewed termly and you will be kept informed at each stage of the progress your child is making.

In some cases, it may be necessary to increase or change the nature and level of support to help your child make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources a request for a Statement of Educational Need (Education Health Care Plan) may be requested.

The SENCO will explain this process to you and show you how to find out more information about this and give details of parent support organisations which can support you.

Tests and Examinations: Access Arrangements

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

The SENCO will talk to you if she feels that your child would benefit from these arrangements.

Curriculum and Teaching Methods(including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Our teachers are skilled and supported to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with a long term goal of encouraging and developing independent learning skills.

If required more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be included in their SEN Support Plan.

Full details of the range of additional interventions available within the school can be found on the Academy's Provision Mapping document.

Access

What arrangements are made to enable my child to benefit and take advantage of the school curriculum and extra curriculum activities?

We have a Disability Access Plan and Equality Scheme 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 to meet their needs, where appropriate.

The academy's accessibility plan is updated annually and can be viewed on the academy website. The plan also outlines actions the school intends to take to further develop access and inclusion for pupils with disabilities.

Access arrangements currently include:

- Disabled toilet facilities
- Lift from ground to first floor
- Dark paint on all architraves of doors to enable visibility for visually impaired pupils.
- White strips along each step to enable visibility.

Depending on specific needs of your child a more personalised access plan or individual health care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

We undertake additional planning and risk assessments to ensure that pupils with SEN can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips.

We monitor attendance at morning and after school clubs to ensure pupils with SEND are able to access these enrichment activities.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Our SENCO actively engages with local 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 in school including:

Supporting children with Epilepsy

Supporting children with Autism

Supporting children with Dyslexia

Speech and Language development

External partnerships

What support from outside does the school use to help my child?

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 allocated Educational Psychologist is: Susan Moore	Consultations with staff/parents, observations of children, literacy/numeracy assessments, cognitive assessments, assessments of emotional/behavioural issues, joint school/family meeting, developing a behaviour plan, setting up and reviewing SEN support plans, developing strategies, home visits, attendance at annual reviews, training/INSET, group work, family therapy.
Outreach Support Team	Consultations with staff/parents, observations of children, developing a behaviour plan, developing strategies.
Primary Behaviour Support Team	Advise regarding outreach behaviour for pupil behaviour.
Early Help Team	Signposting families to external agencies.
Speech and Language Therapy Our allocated therapist is: Carmel Roberts Jayne Nicholls (Early Years)	Consultations with staff/parents, assessments of children, Speech and Language Care Plans, focused group work, focused 1:1 support.
CAMHS (Child and Adolescent Mental Health Service.	Consultations with staff/parents, assessments of children, diagnoses, detailed reports with advice and strategies.
SENDIAS – SEN Information and advice	SENDIAS provides independent information and advice and guidance for parents/carers of children and young people with SEND. They also provide mediation services.
Family Lives Parent Partnership Service: Tel: 0808 800 2222	The Parent Partnership Service provides independent information and advice and guidance for parents /carers of children and young people with SEND.
Virtual School for Children who are Looked After virtualschool@croydon.gov.uk	This service oversees and monitors provision for children who are in care of the Local Authority

The full range of local support available to support your child both within and outside of school can be found in the Croydon Local Offer for pupils with SEN.

<https://www.croydon.gov.uk/education/special-educational-needs/sen-education>

Transition

How will the school help my child to move to a new class/year group or to a different school?

Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support successful transition by:

When joining the school in our Reception/Nursery classes:

The SENCO and or EY staff will contact the pre-school setting to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. If the pupil has more significant needs and/or has support from other agencies this may include more formal transition meetings where needs and the nature of provision are fully documented and more detailed arrangements may be required. EY staff will also make home visits.

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.

When moving between classes and phases an information sharing meeting will take place with the receiving teacher.

If appropriate there will be opportunities for your child to visit the new class and meet the teacher and other key staff.

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When moving to secondary school:

Our SENCO will make contact with the Year 7 leader or SENCO once a school has been named to start planning for transition.

Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help you child become familiar with the new setting and to reduce any anxieties.

Your involvement in this process will be critical to supporting a successful move.

Engagement with Pupils and Families:

How does the school involve children and parents in decisions about provision and support?

On an individual level, the school values the views of both parents and children in both identifying key strengths and areas of need as well as planning and reviewing provision.

We will ensure that parents and pupils (as appropriate) are included in regular review meetings to discuss progress and plan provision. Where this is not possible or where more regular updates are required we will agree with you the best way to share information.

We will use Pupil Profiles and other media to ensure that the views of all pupils are captured so that their achievements can be celebrated and needs fully understood.

For Year 5 & 6 pupils with SEND, including those with EHC plans, the SENCO will encourage parents to visit a range of secondary schools, attending open days and finding out about how each school organises SEND report.

At whole school level the school are also keen to support parents with pupils with SEND and take their views on how we can continue to develop a positive experience for SEND pupils at our school.

Activities include:

- Hosting workshops and advice clinics to develop parent knowledge and skills in various areas of SEN
- Availability of SENCO at parent consultation evenings to discuss any issues
- Inclusion of parent representatives to update policies relating to SEND provision
- Annual parental and pupil surveys to take views on current SEND practice and recommendations for further development

Arrangements for managing complaints:

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.

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 make arrangements for parents to discuss concerns and 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 Procedure on the website: www.stcypriansprimaryacademy.co.uk
 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 services to receive information about the mediation services and other action you may consider.

Parents in Partnership	www.pipcroydon.com
Croydon SEN	www.croydon.gov.uk/education/special-educational-needs/senadvice
National Autistic Society	www.autism.org.uk
Croydon Dyslexia Association	http://www.croydononline.org/learning_and_skills/dyslexia/default.asp
British Dyslexia Association	www.bdadyslexia.org.uk/
Croydon Voluntary Action	www.cvalive.org.uk/
SEND Support (formerly Family Lives Croydon Partnership Services)	020 3131 3150 parentssuportherts@familylives.org.uk
The Local Offer	www.croydon.gov.uk/sendoffer

To find out more about what Croydon LA can offer your child follow this link:

<http://www.croydon.gov.uk/education/special-educational-needs/sen-healthcare>

We review and update our arrangements for supporting pupils on a regular basis.

This report will be updated on 1st September 2016.



Parent Comments

Please complete the short questionnaire below and return it to the school office.
Thank you.

How useful did you find the SEN Information Report?	
Would you like any additional information? If so, what information?	
Any other comments	

Complaints

If you need to make a complaint in this area, please refer to the Academy Complaints Procedure which can be found on the website:

www.stcypriansprimaryacademy.co.uk/parents/schoolpolicies