

ΠΑΝΤΑ ΙΣΧΥΩ ΕΝ ΤΩ ΕΝΔΥΝΑΜΟΥΝΤΙ ΜΕ

ΧΡΙΣΤΩ ΙΝΑ ΑΡΙΣΤΕΥΩ

I AM STRONG THROUGH JESUS CHRIST

TO  THE BEST THAT I CAN BE

Acting 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

SPRINGFIELD ROAD, THORNTON HEATH, SURREY, CR7 8DZ Tel: 020.8771.5425

e-mail: office@st-cyprians.croydon.sch.uk website: www.st-cyprians.croydon.sch.uk

St. Cyprian's Greek Orthodox Primary Academy
Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND)

Mission Statement

The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the national curriculum in the core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

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. Since September 2013 the Academy has been accredited 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, Croydon Healthy Schools Award, Primary Quality Mark, Sutton Education Business Partnership for continual support of work experience, Educational Outcomes Award, SSAT National Award for top 10% children's Attainment and Progress, Achievement for all (Anti-bullying/SEN/Disability Programme) Poop the Scoop, RHS School Gardening Level 1, Sustainable Travel GOLD winners of Brighten Your Bag Competition 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 2 specialist Speech & Language Teaching



Registered Company
08085808



Assistants. Twenty teachers and teaching assistants have completed the Level 2 Certificate in Understanding Children and Young People’s Mental Health. The school has a Mental Health First Aider.

The Academy employs a part time ELSA, who delivers Emotional Literacy interventions. Interventions are thus delivered by staff who have sufficient knowledge and skills to enable children to make good progress.

Special Educational Needs and Disability (SEND)

We refer to the Term “Special Educational Needs” if a child:

1. Has significantly greater difficulty in learning than the majority of the children his or her age in one or more areas of learning.
2. Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the Local Authority for children of a similar age.

The difficulty or disability may relate to:

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

What support do we offer?

The Academy will use its best endeavours to ensure the necessary provision is made for any pupil with SEND. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND, September 2014. All class teachers have had Neurodiversity training which enables them to have a better understanding of pupils’ needs and how to support their learning and emotional wellbeing in the classroom.

Roles and responsibilities:	
Class teacher	To provide good Quality First Teaching by: <ul style="list-style-type: none"> • Taking into account the views of parents/carers and young people • Identifying and assessing individual need and tracking progress • Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children • Using prior knowledge as a starting point for learning • Adapting teaching strategies and techniques to sensitively meet the needs of all learners • Creating a classroom environment where all pupils understand expectations and know where to find support • Creating a classroom atmosphere which encourages and values the contributions of all children • Supporting the identification, planning and provision for children needing extra support

<p>Special Educational Needs Coordinator (SENCO) Mrs Angelina Adrien Aadrien.306@lgflmail.org</p>	<ul style="list-style-type: none"> · Contributing to devising personalised SEN Support plans to prioritise and focus on the next steps required for your child to improve learning <p>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 or Inclusion Lead, who are responsible for:</p> <ul style="list-style-type: none"> • Coordinating provision for children with SEND and developing the Academy's SEND policy • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties <p>Ensuring that parents are:</p> <ul style="list-style-type: none"> - 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
<p>Teaching Assistants/Specialist Support Staff</p>	<p>To support the work of the class teacher by:</p> <ul style="list-style-type: none"> · Working directly with children who have Special Educational Needs and Disability (SEND) by supporting them within the classroom and targeting areas of focus from their Provision Maps and SEN Support Plans. · Teaching independent learning techniques to children who are in receipt of support · Working in partnership with the class teacher by contributing to planning and feeding back on progress towards individual targets and learning outcomes
<p>Inclusion Lead Mrs Angelina Adrien Email: assistanthead@st-cyprians.croydon.sch.uk</p>	<p>To develop, alongside the Headteacher and Governors, the strategic development of SEND provision, within the school, by:</p> <ul style="list-style-type: none"> · Creating an overview of the needs across the school · Keeping Governors informed of SEND provision in school. · Monitoring the progress of all children across the school in collaboration with the Senior Leadership Team · Regularly reviewing the impact of provision against pupil outcomes · Facilitating training for support staff where appropriate · Providing advice for all staff

	<ul style="list-style-type: none"> Working in partnership with pupils and parents/carers to improve outcomes Liaising with a range of agencies and ensuring the implementation of support programmes
The Headteacher Mrs Mantilas head@st-cyprians.croydon.sch.uk	She is responsible for: <ul style="list-style-type: none"> The day to day management of all aspects of the school including the provision made for children with Special Educational Needs and Disabilities (SEND) Ensuring the school complies with all statutory requirements.
SEND Governor Mrs Adrien Email: assistanthead@st-cyprians.croydon.sch.uk	She is responsible for: <ul style="list-style-type: none"> Supporting the Academy to evaluate and develop quality and impact of provision for pupils with SEND across the Academy.

Who should I contact if I think my child needs more support?

If you are concerned about your child and would like to talk to someone please contact your child’s class teacher who will be happy to meet with you. Your child’s class teacher knows your child well and will be able to talk to you about what support your child already receives and suggest ways of enhancing your child’s learning and development.

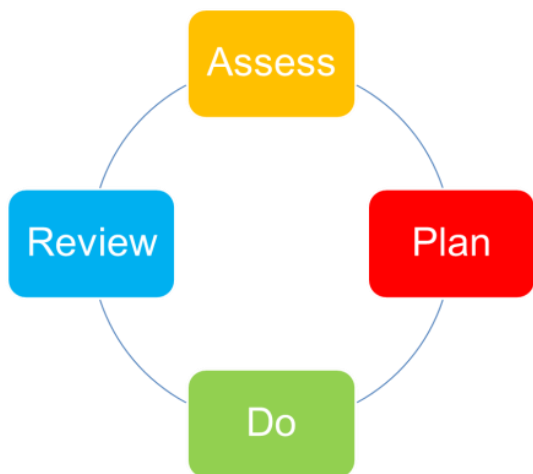
If, having done this you feel that you would like to discuss your concerns further then please contact the Assistant Headteacher through the school office and arrange a meeting.

Assessment Planning and Review – SEND Support
How will the school decide if my child needs extra help? How can I find out about how well my child is doing?

St Cyprian’s Primary has an open door policy and parents and carers are welcome to make an appointment to discuss their child’s progress at any time.

Parent/teacher consultations take place in the Autumn and Spring Terms.

A graduated approach is used to identify needs and assess the impact of support. Four types of action should be taken to ensure effective support. A continuous cycle will be used to provide your child with additional support and includes the following:



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 a Provision Map. 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. Regular engagement with parents and pupils will take place where the child's views and aspirations are shared to achieve outcomes.

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 Psychology Service or Speech and Language Service. A referral for support from an outside agency will only be made with your consent. A SEND Support Plan will be implemented providing a holistic view of the child and detailed information regarding their learning programme.

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 an 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 SEND Support Plan.

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

Impact of the SEND interventions can be seen in Performance and Results.

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 following areas will form the basis of the Accessibility Plan, with relevant actions to:

- Increase access to the curriculum, incorporating Wrap Around care, After School clubs and educational visits
- Improve access to the physical environment of the school
- Continued development and implementation to the delivery of written information to pupils, staff, parents and visitors with disabilities

It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination.

Depending on the 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 SEND can take part in the wide range of extracurricular activities the school offers, including school outings and residential visits.

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 SEND.

Our Inclusion Lead and Senco actively engage with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. 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.

All staff have had training in: Anaphylaxis, Asthma and Epilepsy Awareness.

We have staff who have had specialised training in:

Speech and Language development

Emotional Literacy (ELSA Emotional Literacy Support Assistant)

Bereavement Support

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.
Primary Behaviour Support Team	Consultations with staff/parents, observations of children, developing a behaviour plan, developing strategies.
Early Help Team Allocated advisor: Sarah Phillips 020 8726 6400 X 62278 Sarah.Phillips@croydon.gov.uk	Signposting families to external agencies.
Speech and Language Therapy Our allocated therapist is: Ruth Wheeler	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 SEND. 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 SEND 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 year groups 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.

When moving between classes and year groups:

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.

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 your 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 Academy 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 support.

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

Activities include:

- Availability of SENCO at parent consultation evenings to discuss any issues
- 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 the Academy feels that it is fulfilling its duties in respect to your child, it will recommend you seek further advice from the local SENDIAS (SEND Information and Advice) and Mediation Services. This service is not linked to the Academy. The Academy can also make arrangements for parents to discuss concerns and other key professionals such as the Educational Psychologist.

If your concerns are still unresolved you may be advised to make a formal complaint and be directed 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 SEND 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	https://www.croydon.gov.uk/education/special-educational-needs/sen-advice-advocacy/sen-advice
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 https://www.familylives.org.uk/
The Local Offer	www.croydon.gov.uk/sendoffer
Early Help	earlyhelp@croydon.gov.uk The Early Help Hub, Early Intervention Support Service, People Department, Floor 4 Zone D, Bernard Weatherill House, 8 Mint Walk Croydon CR0 1EA

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

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

We review and update our arrangements for supporting pupils on a regular basis. This report will be updated on 1st September 2019.



Parent Comments

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

How useful did you find the SEND 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

Revised September 2019