

ΠΑΝΤΑ ΙΣΧΥΩ ΕΝ ΤΩ ΕΝΔΥΝΑΜΟΥΝΤΙ ΜΕ

ΧΡΙΣΤΩ ΙΝΑ ΑΡΙΣΤΕΥΩ

I AM STRONG THROUGH JESUS CHRIST

TO  THE BEST THAT I CAN BE

Interim Headteacher: Mr Gareth Thomas

Deputy 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 Fax: 020.8771.8045
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 majority of teaching assistants at the Academy are very experienced and have achieved NVQ at Level 2 or Level 3 and 1 specialist Speech & Language Teaching Assistants. The school has six Mental Health First Aiders.

The Academy employs a full time Speech & Language Assistant, 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:



Registered Company
08085808



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 school 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 SEN, January 2015.

Roles and responsibilities:

Class teacher

He/she is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Checking on the progress of your child, identifying specific needs, planning and ensuring the delivery of any additional support required.
- Contributing to devising personalised learning plans / individual education plans to prioritise and focus on the next steps required for your child to improve learning
- Applying the school's SEND Policy

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, who is responsible for:

- 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

Ensuring that parents are:

- Involved in discussions to identify key strengths and areas of difficult

Special Educational Needs Coordinator (SENCO)

Mrs Angelina Adrien
deputy@st-cyprians.croydon.sch.uk

	<ul style="list-style-type: none"> ○ Involved in planning provision to overcome barriers to learning ○ Included in reviewing how their child is doing ○ Consulted about planning successful movement (transition) to a new class or school
Deputy Headteacher Mrs Angelina Adrien Email: deputy@st-cyprians.croydon.sch.uk	The Deputy Headteacher for Inclusion are responsible for: <ul style="list-style-type: none"> ● Coordinating inclusive practice across the school
The Headteacher Mr Gareth Thomas head@st-cyprians.croydon.sch.uk	He 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 Rianne Darko	The SEND Governor 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 Deputy Headteacher through the school office and arrange a meeting.

Assessment Planning and Review – SEND Support

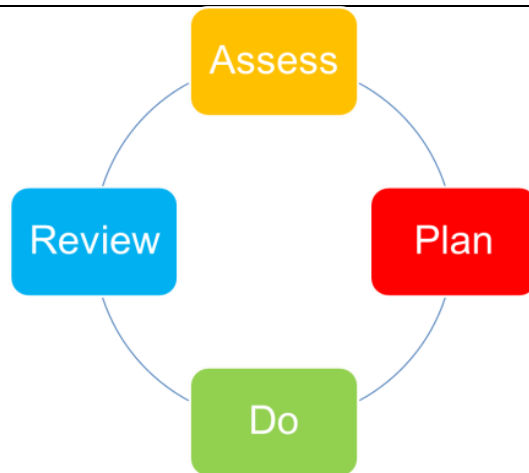
How will the school decide if my child needs extra help? How can I find out about how well my child is doing?

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.

Class teachers are responsible for identifying pupils who are not making appropriate progress. Formal meetings are held each term between class teachers and senior leaders to look at the progress of all pupils across the school.

When it is evident that a child will require higher levels and more tailored support than is available through Quality First teaching, we will offer SEND Support. Parents/Carers will be notified that their child will receive additional support and the child will be placed on the Inclusion Register, where his/her progress and provision can be monitored more closely.

The provision will be regularly reviewed following the graduated approach cycle of:



Where there are concerns that a pupil is not making progress, further assessments will take place. Following discussions with key staff and parents/carers, additional support or intervention programmes may be put in place. Short term targets will be agreed prioritising the key areas of learning which have been identified for your child. Appropriate provision will be put in place to support your child to achieve these targets and this will be recorded on a Provision Map. The impact of any additional support will be reviewed regularly and you will be kept informed regarding the progress your child is making. Pupils are, wherever possible, involved in discussions regarding their targets, the support they receive and the progress they are 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 Psychology Service or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If your child does not make appropriate progress despite an increased level of support, the decision may be made to request an Education, Health and Care Plan. The SENCO will discuss this process with you and explain how it may benefit your child. You will also be given details of parent/carers organisations which can offer you advice and support.

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?

Teaching is adapted to meet the diverse range of needs in each class. Daily planning takes into account the needs and requirements of individual pupils. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Flexible grouping arrangements and support from additional adults are used 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 Individual Education Plan and will be discussed with you. A range of interventions and support are available to promote progress in specific areas of identified need:

Interventions and Support

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

Cognition and Learning:

- Curriculum access support
- English Support
- Maths support
- Numeracy Support
- Home/School Contact Book
- Read Write Inc. Phonics scheme
- Reading support
- Educational Psychologist services

Social Mental and Emotional Health/ Wellbeing

- Social Skills Groups
- Learning Mentor support
- Pastoral Support Plan
- Alternative lunchtime club
- CAMHS
- Croydon MHST

Sensory and Physical:

- Handwriting programmes
- Gross motor skills support
- Fine motor skills support
- Sensory resources
- Visual Impairment support
- Hearing Impairment support
- Physiotherapy services
- Occupational Therapy services
- Specialist equipment

Communication and Interaction

- Speech and Language programmes
- Visual Timetables/Cue Cards
- Speech and Language Therapy Services

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 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 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.

Considerable thought, planning and preparation goes into utilising our resources to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We are committed to developing the on-going expertise of our staff.

We have staff with expertise in many areas including:

- Speech and Language development
- Language Development and Acquisition
- Medical Needs and Conditions
- Emotional Literacy Support Assistant (ELSA)

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:

- Educational Psychology Service
- Speech and Language Therapy Service
- Early Help Team
- Visual Impairment team
- Hearing Impairment Team
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapy
- Mental Health Schools Team
- Family Lives Parent Partnership Service: Tel: 020 3131 3150 (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 the 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.

<http://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.

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?

The views of parents/carers and children are an extremely important part of the process of identification and support of an individual child's Special Educational Need. The school will work in partnership with you to do the very best for your child. Regular meetings will take place to discuss your child's needs, targets, progress and provision. Parents/carers and children (where appropriate) will be involved at every stage and all aspects of the process will be fully explained to you. The school SENCOs will be happy to discuss any issues or concerns you may have.

We are always keen to support parents and carers and to take your views on how we can continue to develop positive experiences and promote wellbeing for SEND pupils at St Cyprian's. Please do not hesitate to contact us if you require further information or would like to discuss any aspect of our SEND provision.

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.

Depending on the nature of the concern the SENCO and other senior leaders may attend this meeting or subsequent meeting. The Academy can also make arrangements for parents to discuss concerns and other key professionals such as the Educational Psychologist.

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).

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.

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