



St Mary Magdalene C of E School
with
Christ Church C of E Primary School

SEND Information Report 2019-2020

Updated November 2019

Our Mission Statement:

“Do unto others, as you would have them do unto you.” –Luke 6:31

Our Aims for all of our pupils are:

“Do unto others, as you would have them do unto you.”

Luke 6:31

In the Koinonia Federation we strive for excellence and high standards through:



A Koinonia student will go out into the world happy, courageous, resilient, motivated with a lifelong love of learning, fully equipped to make a positive contribution to society.

Welcome to our SEND information report.

At the Koinonia Federation we are committed to working together with all members of our school community. We work in partnership with parents, children and relevant outside agencies to ensure every child receives a happy, supportive and successful learning journey with us.

This report will provide information on our key members of staff, our provision, agencies that support us and answers to frequently asked questions by parents and children.

What is meant by the term Special Educational Needs and Disability?

The Code of Practice [2014] states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her of making use of educational facilities of a kind generally provided of others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

<p>The kinds of SEND that are provided for</p>	<p>The different kinds of SEND that our federation provides for:</p> <p>Children's SEND according to the SEND Code of Practice 2014 fall into four broad areas of need</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, emotional and mental health 4. Sensory and/ or physical need <p>We make every effort to provide special educational provision for all students who require it.</p>
<p>Contact details of the Special Educational Needs Co-ordinators.</p>	<p>Christ Church SENCo: Miss Graham is contactable via the school office on 0208 858 3974</p> <p>St Mary Magdalane Primary Assistant Headteacher for Inclusion: Miss Hoon is contactable via the Peninsula Campus office on 0208 858 1309 or via the Woolwich Campus office on 0208 854 3531</p> <p>St Mary Magdalene Secondary SENCo: Miss Hughes is contactable via the school office on 0203 873 5555</p> <p>St Mary Magdalene Secondary Assistant SENCo: Mrs Moss is contactable via the school office on 0203 873 5555</p>

The Federations' contribution to the local offer and where the LA's local offer is published.	<p>All Greenwich maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in school.</p> <p>All of our Koinonia campuses are as inclusive as possible, with the needs of students with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.</p> <p>Please click on the link below to view the Koinonia Federation Local Offer:</p> <p>Please click on the link below to view the Borough of Greenwich's Local Offer. http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page</p>
Policies for identifying pupils with SEND and assessing their needs.	<p>Please click on the link below to view the Koinonia Federation Special Educational Needs and Disability Policy, which can also be found on our Federation website. https://www.koinoniafederation.com/_site/data/files/users/koinonia%20federation%20main/policies/7357B4B967123AF210CCD621EF63B6C3.pdf</p>

Arrangements for consulting pupils with SEND and their families and involving them in their child's education.

We endeavour to involve our students and their families in decision making at all stages of their learning. All parents are invited to open afternoons/evenings throughout the school year. Where possible, the Campus SENCOs are available at these meetings.

Concerns about a student's progress are highlighted to parents at the earliest possible opportunity and they are regularly updated with changes in provision. At all stages, this is in line with the latest SEND Code of Practice (2014).

We work closely with children and young people with SEND and their parents to agree outcomes and how we will all work towards achieving these outcomes. We will do this via regular meetings, phone-calls, pupil voice and SEND newsletters.

Arrangements for assessing and reviewing pupils' progress towards outcomes.

Parents, Carers, teachers and the students themselves may raise concerns about insufficient progress after receiving in class intervention as part of Quality First Teaching provision. In the primary phase teachers then complete a cause for concern form relating to a student's slow progress as well as which specific interventions have already been delivered. At this stage, our SENCOs observe the student in class and will either give further ideas for in class

support or will make referrals to specialist professionals for advice.

In the secondary phase, teachers can liaise with the SENCo or assistant SENCo for strategies and interventions that could be put in place. If needed, observations will be completed or will make referrals to specialist professionals for advice.

Once a student is recognised as having a special educational need, we undertake an ASSESS-PLAN-DO-REVIEW cycle (SEND Code of Practice pg100-102) in order to plan and monitor the provision of their support and as a result the progress that the student is making.

ASSESS:

- Specific barriers to learning are identified.
- Students current attainment is assessed with an appropriate assessment tool which may be National Curriculum outcomes for a student's year group or if necessary Pre -Key Stage Standards. For children working at a level much below their peers we use P Levels to assess their learning.
- External agencies, such as ASD Outreach, have an initial visit in which they observe a student in order to assess their current level of need.

PLAN:

- Our SENCos and teachers then plan what is needed to support the child, which are laid out in a Personalised Learning Plan. Personalised Learning Plans involve families input and are shared throughout the school year.
- A time frame to deliver this is agreed, usually termly.
- Interventions, resources and strategies are recorded in Provision Mapping by teachers.
- External agencies write targets to support specific needs to complete both at home and in school.

DO:

- Intervention and support is then provided, which are additional to, or different from those made as part of the usual curriculum differentiation.

REVIEW:

- Alongside the student and parents/ carers, the teacher will review the targets set in Personalised Learning Plans.
- Teachers and support staff will provide evidence of progress either using a provision map or by following the

	<p>assessment guidelines provided by external agencies.</p> <ul style="list-style-type: none"> • If insufficient progress is made the SENCos may consult further with the specialist agencies who are already involved with a student. If necessary new specialists may be contacted. • Our support staff, teachers and SENCos will monitor effectiveness of the interventions and will update a student's support as necessary. This may involve re-starting the ASSESS-PLAN-DO-REVIEW cycle. <p>If a student's learning needs have been approached using our ASSESS-PLAN-DO-REVIEW cycle multiple times and progress is still insufficient, then our SENCos may discuss with parents/carers and the student the option of requesting assessment from the Borough for an Education, Health and Care Plan.</p>
<p>Arrangements for supporting pupils moving schools, between phases of education and preparing for adulthood.</p>	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible;</p> <p>Children with additional needs, who are joining our schools, are supported in their transition in various ways. Where possible, transition meetings are arranged between the previous educational setting, our SENCos and the student's parents to share the best ways to support their needs. If a</p>

transition meeting is not possible, our school SENCos will make arrangements to contact the previous education setting.

As well as transition meetings, students with identified SEND, will have the opportunity to visit their new setting prior to their start date at our school. Before the student starts with us, we will prepare the relevant resources, such as now and next boards and social stories that will make the move to our school one with ease.

If your child is moving to another school, we will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in the primary phase, information is passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All Personalised Learning Plans will be shared with the new teacher. Your child may be provided with a transition photo book to help prepare them for their new school year.

In preparation for secondary transfers, our SENCos attend the Greenwich Primary Transition Day to discuss the specific needs of children with SEND, who are moving to secondary school.

	<p>Our SENCos also attend the specialist secondary transition session for students with ASD.</p> <p>Your child may benefit from a transition intervention, to support their understanding of the changes ahead. Where possible your child will visit their new school and in some cases staff from the new school will visit your child. Those students transitioning into our secondary campus with additional needs are encouraged to attend additional induction day visits.</p>
<p>The approach to teaching pupils with SEND, including adaptations made to the curriculum and learning environment.</p>	<p>All children in our schools, including those with SEND, are supported in their learning by Quality First Teaching. Quality First Teaching means that our teachers have high learning expectations for all children and put in place different ways of teaching so that your child is fully involved in learning. Teachers plan for at least three levels of differentiation per lesson to ensure that all learning needs are met. Other aspects of Quality First Teaching include specific group work within a smaller group of children run by class teachers or support staff to target particular learning difficulties. This includes planning for children who have 1:1 support from another adult.</p> <p>Our learning environments, including both classrooms, intervention rooms and outside areas, are structured to accommodate the needs of all of our students. This is done in many different ways:</p>

- Individual workstations in the classroom
- Individual and whole class visual resources
- Coloured overlay resources to reduce visual stress
- Coloured papered books to reduce visual stress
- Engaging classroom displays
- iPads to support children with visual needs
- Sensory Circuits
- Occupational Therapy resources such as pencil grips, wobble cushions, weighted cushions, easy-grip scissors and handwriting slopes
- Access to disabled toilets
- Outside learning areas that offer Sensory opportunities
- Forest Schools
- Sensory Rooms
- Calming nurture spaces
- EVAC chairs
- A federation mini-bus to transport our children on school day trips

Our St Mary Magdalene campuses offer full access in all areas for wheelchair users. We have numerous disabled toilets and a disability bathroom with a mobility hoist for toileting. Our buildings are serviced by a lift.

When other resources would benefit our students or our learning environment, we will endeavour

	to find additional funding to support these needs.
Additional support for learning that is available for pupils with SEND.	<p>All of our SEND students are invited and encouraged to attend school trips, including trips abroad and residentials, and are invited to join our after-school clubs. We undertake additional planning and risk assessments to ensure that students with SEND can take part in the wide range of extra-curricular activities that our schools offer.</p> <p>SEND students are also given the same opportunities as their peers to run for student leadership positions such as School Council, Pupil Faith Team, House Captains and Vice-Captains, and Junior Travel Ambassadors, Youth Travel Ambassadors, Sports Ambassadors, School Prefect, Head Boy and Head Girl. All students participate in school events such as Sports Day, themed days and Enrichment weeks. Activities included in these events are adapted as necessary to enable participation of all.</p> <p>Across our Federation, we have provided many additional learning opportunities for students with SEND including:</p> <ul style="list-style-type: none"> • Animal therapy sessions • Special ASD friendly cinema viewings

	<ul style="list-style-type: none"> • Sports days at St Paul's Academy with other children with special educational needs from Greenwich • Swimming lessons at Charlton Park Academy • Dance therapy students from Goldsmiths University • Therapeutic music and art Interventions • Off-site outdoor learning experiences • Relaxation and wellbeing intervention • Social Skills intervention • Managing emotions intervention • Read, write, inc • SALT interventions • ASD outreach support • The Hub at break and lunch
<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.</p>	<p>Across our Federation we have an on-going programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for students with SEND.</p> <p>The St Mary Magdalene Primary Assistant Headteacher for Inclusion, Julia Hoon, has completed the National Award In Special Educational Needs Coordination and has also achieved a Masters in Special and Inclusive Education at UCL.</p> <p>The Christ Church SENCo, Melissa Graham, has achieved the National Award in Special Educational Needs Coordination.</p>

The secondary SENCo, Amanda Hughes, is in the process of completing the National Award in Special Educational Needs Coordination.

Our SENCOs actively engage in a range of opportunities to share best practice and keep well informed of current local and national initiatives and policies to support students with SEND.

Our secondary LSA, Kayshan Hinds has completed an Art Therapy course being awarded a distinction.

The school routinely seeks advice and guidance from external agencies who also provide regular training for staff to meet the needs of children with a variety of learning needs. Agencies who have provided recent in school training for both teachers and/or support staff include:

- ASD Outreach
- Charlton Social Communication Project
- Educational Psychologist
- Speech and Language Therapy
- Waterside Outreach Service
- CAMHS
- CENMAC
- Occupational Therapists
- Physiotherapists
- SENDIASS

Federation staff have also been provided with specialist training from Dr Margot Sutherland in regards to Managing Challenging Behaviour with a specific focus on mental health issues.

Throughout the academic year, staff attend specific training provided by the Royal Borough of Greenwich to implement the provisions recommended by external agencies. Staff are given further specific training for more complex needs when required.

The Koinonia Federation does not implement interventions and approaches such as ABA (Applied Behavioural Analysis) or Lovaas Interventions. We believe that these interventions limit a child's ability to generalise skills taught to other environments as well as excluding them from the curriculum being taught.

As we have an inclusive approach, we work closely with our local services such as Royal Greenwich ASD Outreach Service and the commissioning of the Social Communication Project to support our children with autism or social communication needs. We greatly value their professional advice and believe that a working partnership with these services supports an inclusive and effective learning environment

	<p>in which the child and their family remain the centre of the assess, plan, do, review cycle.</p>
<p>How equipment and facilities to support children and young people with SEND will be secured.</p>	<p>At the Koinonia Federation, we ensure that all children who have Special Educational Needs have their needs met to the best of the school's ability with the funds available.</p> <p>We have a team of support staff who are funded from our SEND/Schools budget. They offer both 1:1 and group support through different programmes matched to children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving individual adult provision.</p> <p>Each campus has a SEND resource budget which is spent on specific equipment to support pupils to access the curriculum.</p>
<p>How the effectiveness of the provision made for pupils with SEND is evaluated.</p>	<p>At our primary campuses, teachers monitor all students' progress regularly using 'Assessment for Learning.' This means that they are continually assessing gaps in learning and adapting their planning to meet these gaps. Students' progress is monitored termly over the academic year in a progress meeting between each class teacher, the Campus Leader as well as where possible, the SENCo.</p>

At our secondary campus, class teachers monitor their students' progress regularly using 'Assessment For Learning.' This means that they are continually assessing underachievement in learning and adapting their planning to meet the needs of each individual student. Students' progress are also monitored termly over the academic year in progress meetings with Assistant Directors of Faculty, SLT, the Principal as well as, where possible, the SENCo and Heads of Year.

Each teacher is responsible for monitoring and updating the underachievement tracker for their classes, this includes teacher intervention and liaison with parents.

The effectiveness of SEND provision is evaluated in two ways. First, the views of parents and students are considered on how successful the provision has been in enabling them to attain their outcomes. Then progress and attainment levels of those children with SEND are evaluated termly during student progress meetings, or more often if appropriate.

This data will be shared with governors and will be scrutinised by external moderators such as Ofsted. We are effectively supported by our knowledgeable and active governing body via:

- Annual schedule of governing body

	<p>meetings</p> <ul style="list-style-type: none"> • Named SEND governor • Named governor meeting with SENCo • Termly report to the Governors
How pupils with SEND are enabled to engage in activities available with those in the Federation who do not have SEND.	<p>As explained in the sections titled 'The approach to teaching pupils with SEND, including adaptations made to the curriculum and learning environment' and 'Additional support for learning that is available for pupils with SEND', we endeavour to enable all of our students to engage in all activities no matter their learning needs.</p>
Support for improving emotional and social development.	<p>As a staff we offer an open-door policy to support students with social, emotional and mental health needs. Students are encouraged to speak to a trusted adult if they are experiencing difficulties. All staff have had training from the Federation's Educational Psychologist and Dr. Margot Sutherland in the area of Social, Emotional and Mental Health.</p> <p>Additionally, our schools provide a Home School Link Worker who is available to speak with families and/or individual students regarding any difficulties they are experiencing. Our Home School Link Workers can, where needed, offer mentoring programmes for specific students to encourage positive behaviours and attitudes to learning.</p>

Within the secondary campus we also have a Student Welfare team and behaviour team who is available to speak with families and/ or individual students regarding any difficulties they are experiencing. Our SENCo, Behaviour Support and Home School Link Worker are trained Mental Health First Aiders.

Alongside our school staff we offer counselling, from an external specialist, at each of our sites and our SENCOs work with a directed CAMHS worker who provides information and guidance about children with Social, Emotional and Mental Health issues.

Our Federation is able to pastorally support our students with the time and expertise of Reverend Dominic. Reverend Dominic is our school Chaplain and is available to all students and staff for support with emotional and mental well-being.

Our school motto 'Do unto others as you would have them do unto you' helps us to think about our actions and try to look for peaceful and productive ways to solve conflict. When considering a situation, we may also consider what we think Jesus may have done. (WWJD – What Would Jesus Do)

	<p>Please see our Anti-Bullying policy on our federation website for further information regarding our steps towards preventing bullying in our schools.</p>
<p>How the Federation involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.</p>	<p>In our federation we work closely with the following services:</p> <ul style="list-style-type: none"> • ASD Outreach • Charlton Social Communication Project • Educational Psychologist • Speech and Language Therapy • Waterside Outreach Service • Greenwich Local Authority Services • STEPS • Oxleas (School nurses and Occupational Therapists and Physiotherapists) • Beanstalk Readers <p>The specialists will work with a child to understand their needs and make recommendations, which include;</p> <ul style="list-style-type: none"> • Making changes to the way that your child is supported in class. • Support to set targets which will include their specific professional expertise. • Intervention groups run by school staff under the guidance of the relevant specialist. • Individual work with the specialist or school staff.

	<ul style="list-style-type: none"> • Liaising with parents to support at home as well as in school. <p>We will liaise with other services when bespoke interventions and advice are needed for specific circumstances arise.</p>
Arrangements for handling complaints from parents of children with SEND about the provision made at school.	<p>When concerns arise regarding a child's learning needs, please follow the federation's Parental SEND Concerns Pathway. This will guide you through the necessary steps to address your concerns and will involve meeting with your child's class teacher as well as the school's SENCo.</p> <p>We always endeavour to support our families through their child's education and address the concerns they may have.</p> <p>If you feel that your concerns have not been addressed by following the SEND Concerns Pathway, then please refer to the federation's Complaint Policy for further guidance.</p>
Contact details of support services for parents of pupils with SEND.	<p>Support for our families is available through the Greenwich local services, which can be found via the Greenwich Local Offer.</p> <p>http://familiesinformation.royalgreenwich.gov.uk/kb5/greenwich/fsd/localoffer.page</p> <p>If you would like to speak directly with the professional working with your child at school</p>

	<p>please find their contact details on their latest report or contact the school SENCo.</p>
<p>The arrangements for the admission of disabled pupils.</p>	<p>The Koinonia Federation has a distinctive Christian ethos, which is at the heart of our schools. It provides an inclusive, caring and supportive environment where children learn and flourish in a setting shaped by Christian values. We welcome applications from all members of the community and we ask all parents to respect the Christian ethos of our school and its importance to our community.</p> <p>Please see our Federation admission policies for details regarding admissions for disabled pupils or pupils with other specific needs.</p> <p>St. Mary Magdalene Primary Phase: https://www.koinoniafederation.com/attachments/download.asp?file=20&type=pdf</p> <p>St. Mary Magdalene Secondary Phase: https://www.koinoniafederation.com/attachments/download.asp?file=9&type=pdf</p> <p>Christ Church Primary Phase: https://www.koinoniafederation.com/site/data/files/users/christchurch/FB6A8096C57D654D12A1043389308F60.pdf</p>

<p>The facilities you provide to help disabled pupils access our Federation.</p> <p>The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils.</p>	<p>We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.</p> <p>Please see the Federation Accessibility Plans for additional information.</p>
<p>How to find the federation's accessibility plan.</p>	<p>Christ Church Campus' Accessibility plan can be found at: https://www.koinoniafederation.com/site/data/files/users/christchurch/ED9AAD4DF74DB086A9C9561EF57BEAC8.pdf</p> <p>St. Mary Magdalene Woolwich Campus' Accessibility plan can be found at: https://www.koinoniafederation.com/attachments/download.asp?file=22&type=pdf</p> <p>St. Mary Magdalene Peninsula Primary Campus' Accessibility plan can be found at: https://www.koinoniafederation.com/attachments/download.asp?file=16&type=pdf</p> <p>St. Mary Magdalene Peninsula Secondary Campus' Accessibility plan can be found at: https://www.koinoniafederation.com/attachments/download.asp?file=6&type=pdf</p>