



St Matthew Academy

SEND INFORMATION ANNUAL REPORT

Our motto is 'Let your light shine'. It is taken from St Matthew's Gospel and captures our belief in the uniqueness of each individual. Our aim is to ensure that the talents and strengths of each pupil are encouraged, developed and celebrated

Successful, confident learners

High expectations, outstanding achievements

Inclusive, caring, Catholic community

Nurturing talent, cultivating ambition

Excellence for all

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SEND Information Report

What do the abbreviations mean?

What is the Local Offer? What is the School Offer?

Introduction

1. What kinds of special educational needs are provided for at St Matthew Academy?
2. Pupils with medical needs
3. What should a parent do if they think their child may have special educational needs?

Wider world of school and approaches to extra-curricular activities and pastoral care

1. How will pupils be supported to be part of the school setting?
2. How does the Academy address bullying?
3. How are pupils included in activities outside the classroom including educational visits?
4. What support is there for pupils' overall well-being?
5. How do we support pupils to move between different phases of education?

Approaches to Teaching and Learning

1. How is the curriculum matched to individual pupils' needs?
2. How will parents know how their child is doing?
3. What training do Academy staff have in teaching and supporting children and young people with SEND?
4. How will parents be involved in discussions about and planning for their child's education?
5. How can the Academy help parents to support their child's learning?
6. What support can pupils receive while taking tests and exams?

Information about early identification and assessment

Information on the Academy's graduated approach

1. Quality first teaching
2. Increased levels of provision and support
3. What interventions is the Academy able to offer?
4. What specialist services and expertise are available at or accessed by the school?
5. Review

Education Health and Care Assessments and Plans

1. Introduction to EHC plans
2. Where can parents get support during an EHC assessment?
3. How soon does the Local Authority have to respond to a request for an EHC assessment?
4. What can parents do if they disagree with the Local Authority's decision about a child's SEN?

Information about funding and resources

1. How will the school fund SEND support?
2. How are the Academy's resources allocated and matched to pupils' special educational needs?
3. How is the decision made about how much support a pupil will receive?

Complaints procedures

What do the abbreviations mean?

SEN	Special Educational Needs	EYFS	Early Years Foundation Stage: this sets out the welfare and developmental goals for children five years and under.
SEND	Special Educational Needs and Disability	KS1	Key Stage 1 (Year 1 and 2)
SENCo	Special Educational Needs Co-ordinator	KS2	Key Stage 2 (Year 3,4 and 5)
CAMHS	Child and Adolescent Mental Health Service	KS3	Key Stage 3 (Year 7, 8 and 9)
EHCP	Education Health Care Plan	KS4	Key Stage 4 (Year 10 and 11)
JCQ	Joint Council for Qualifications		

What is the Local Offer? What is the School Offer?

The **local offer** is a directory of all services available to support disabled pupils and pupils with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with SEND as well as the options available to support families who need additional help to care for their child.

Lewisham Council's local offer is in one place that is accessible to all. It includes information on what is available to support children and young people with a special educational need and/or a disability from birth up to the age of 25.

Further information on Lewisham's local offer can be found on [Lewisham's Local Offer page](#)

The pages that follow set out St Matthew Academy's contribution to that offer- this is our **school offer**.

Introduction

1. What kinds of special educational needs are provided for at St Matthew Academy?

We recognise the value of truly inclusive schools where all members of the school community feel valued as individuals, and children learn, mix and become friends with others of different abilities and from a range of family background and circumstances.

We provide for a wide range of special educational needs and disabilities, divided into four broad areas as outlined in the government's SEND Code of Practice, 2014. We recognise that pupils often have needs that cut across all these areas and their needs may change over time:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

2. Pupils with medical needs

The Academy is committed to ensuring that pupils with medical conditions are properly supported in school so that they can:

- play a full and active role in school life
- access and enjoy the same opportunities at school as any other child, including school trips and physical education
- remain healthy and safe
- achieve their academic potential

The Academy supports pupils with medical needs so that they can participate in all aspects of school life, including school trips.

- If a pupil has a medical need they will have a Care Plan which is compiled in consultation with parents under the guidance of designated First Aider for the Academy. The plan is discussed with all staff who are involved with the pupil.

- All staff receive regular medical training delivered by appropriately trained staff.
- Where necessary and in agreement with parents, medicines are administered in school but only with signed parental consent and with medicines in the original packaging. All medicines are to be handed to Ms Jones at the start of the school day with clear instructions on how and when to administer.

Please refer to the Academy's Medical Needs Policy.

3. What should a parent do if they think their child may have special educational needs?

- In the first instance parents can contact their child's class teacher in primary or form tutor or Director of Learning in secondary.
- If appropriate, the class teacher, secondary form tutor or Director of Learning will raise their concerns with the Head of Inclusion (SENCo) in the relevant phase.
- If parents are concerned about a particular secondary school subject, they should contact the subject teacher directly.
- If a parent has continued concerns and wish to discuss a child's special educational needs further may also contact the appropriate Assistant Head for Inclusion:
 - ♦ Reception and Years 1, 2, and 3: Ms Hooker
 - ♦ Years 4, 5, and 6: Mrs Mejias
 - ♦ Secondary phase: Ms Chick

St Matthew Academy
St Joseph's Vale
London
SE3 OXX

Primary Inclusion Office: 0208 853 6291/6208
Secondary SEN Office: 0208853 6276

E-mail: info@stmatthewAcademy.co.uk

Website: <http://www.stmatthewAcademy.co.uk/>

Wider world of school and approaches to extra-curricular activities and pastoral care

1. How will pupils be supported to be part of the school setting?

- All areas of the building are fully accessible for people with disabilities or limited mobility.
- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- The Academy policy on Behaviour takes full account of the duties laid out in the Equality Act.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

2. How does the Academy address bullying?

Our Safeguarding Policy makes it clear that all our pupils have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Pupils with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

For full information about how we deal with bullying please see the Academy's Anti-bullying Policy.

3. How are pupils included in activities outside the classroom including educational visits?

- All pupils are eligible to participate in activities, events and educational visits taking place in the Academy.
- In supporting pupils with SEN, we adhere to the guidance detailed in the Equality Act 2010.
- Whenever possible we provide additional support so that pupils can be fully involved in all areas of the curriculum.
- We will risk-assess and if possible make the adaptations needed in order to meet individual needs.
- The accessibility of venues and the ability for all pupils to take part in trips is carefully considered during the planning stages.
- The Academy actively supports pupils with special educational needs and/or disabilities, including those with medical conditions, participating in extra-curricular activities, school trips and visits.

4. What support is there for pupils' overall well-being?

- The school offers a range of pastoral and inclusion support for pupils who are experiencing emotional difficulties at any one time. Please see information under *Interventions available through the Academy's Graduated Approach*.

5. How do we support pupils to move between different phases of education?

- Transitions are carefully managed both within and across settings.
- Time is taken to ensure that the transitions can be made successfully.
- A programme of transition is organised and this will involve the pupil and parents/carers as well as professionals where appropriate. The programme will vary according to the particular needs of the pupil but will usually involve a visit to the new setting by the child.
- Transition books may be made, for example for children with ASD, providing photographs and visual prompts to support the process.
- For pupils transferring from our Year 6 to Year 7 the primary and secondary phase work very closely to provide the best possible transition for these pupils at this time. This means that our pupils in Year 7 are already well known to the staff and able to move forward quickly. Pupils with SEN are given additional induction sessions and tasks to help them become familiar with the secondary school systems and buildings, ensuring they are well prepared to start in Year 7.
- Information is always transferred securely.
- During Year 11, the SENCo and Careers Advisor will support pupils with SEN with applications for colleges, apprenticeships or employment opportunities. Students on an EHCP will receive additional support from the Lewisham SEND Advisor responsible for pupils aged 16 to 19. Where necessary, pupils will be accompanied on visits and supported during this important transition. A programme of talks from local colleges and 6th Forms, open days and interview skills practice is led by the Careers Advisor for our Academy.
- During Year 10, pupils get to take full advantage of an array of work experience opportunities to prepare and inspire their next steps after KS4.
- Every Key Stage 4 pupil has access to high quality careers advice. Pupils have regular events and information evenings all aimed at helping them to make good choices.

Approaches to Teaching and Learning

1. How is the curriculum matched to individual pupils' needs?

- All our pupils have access to tailored teaching of the broad and balanced curriculum, removing barriers to participation where necessary.
- We use a range of teaching strategies that ensures that Quality First Teaching is delivered to meet the needs of all pupils.
- At primary level, each class has a teacher and a teaching assistant. There may be additional teaching assistance where specialised support is required.
- At secondary level, the Academy sets pupils by ability, to ensure that less able pupils are taught in smaller classes with increased adult support and targeted teaching to the needs and ability of the class.
- High quality teaching, differentiated for individual pupils, is the first step (Wave 1 Intervention) in responding to pupils who have or may have SEN.
- Each pupil's learning is planned by their class or subject teachers; it is differentiated to ensure the pupil's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of teaching designed to maximise progress.
- We know the needs of our pupils very well and use data in order to inform our planning and identify targets to achieve improvements. In secondary, after each set of Ranking Exams, we discuss the progress of all pupils, identify areas which need targeting and put in place a programme of intervention which is assessed at the start and end in order for us to measure impact of this support and the student's next steps (Assess > Plan > Do > Review) as suggested in the SEND Code of Practice.
- If appropriate, specialist resources may be given to the pupil e.g. writing slopes, coloured overlays, large print materials or notebooks. Advice is also sort in liaison with Local Authority specialists and SEND advisors.

2. How will parents know how their child is doing?

- We have an open door policy and will always make ourselves available to discuss your child's progress.
- Parents are formally invited to discuss their child's progress at least once a year and receive regular written updates on their child's progress.
- Secondary pupils have a planner for parents and staff to use to communicate celebrations or concerns.
- Home-school communication books are set up for some primary pupils to support their learning or behaviour as needed.

3. What training do Academy staff have in teaching and supporting children and young people with SEND?

- Two of our Heads of Inclusion have Master's degrees in Special and Inclusive Education and we have the requisite member of staff with the national SENCo qualification.
- The Head of Inclusion support staff in planning and providing for children with SEND to ensure Quality First Teaching in all classrooms.
- All classroom based staff have regular CPD on aspects of teaching and learning, all of which is relevant for all pupils including ones with SEND.
- All our Teaching Assistants have received wide ranging relevant training in Autism, Speech and

Language Difficulties, Literacy and Numeracy. Training logs are kept consistently by the Teaching Assistants in their TA folders.

- All classroom based staff in the Primary Phase and Directors of Learning in the Secondary Phase have fortnightly meetings where the progress and support for SEND students is discussed.
- Regular INSET supporting staff in how to implement personalised strategies (stated in the SEND pupil profile) is carried out.

4. How will parents be involved in discussions about and planning for their child's education?

We listen to what parents/ carers tell us about their children and we use that information to make sure everyone who works with a child understands their needs.

Parents are encouraged to contribute to their child's education. This may be through:

- Discussions with class teachers
- During parent-teacher consultation evenings
- Parent workshops on reading, maths and phonics and other curriculum areas
- At specific review meetings
- EHCPs annual review meetings and mid-term meetings carried out by SENCo
- Triangulation of information and strategies between SENCo, Directors of Learning and class teachers and parents/carers.
- Reading and commenting in their child's planner or home-school communication book.

5. How can the Academy help parents to support their child's learning?

- Class and subject teachers may suggest ways of supporting pupils' learning through messages in the planner, in conversation or at specific meetings.
- The SENCo may meet with parents to discuss how to support their child, if this is appropriate.
- If outside agencies have been involved with a pupil they may provide ideas and suggestions that can be used at school and at home.
- Parent workshops run to support parents of children with specific needs i.e autism and dyslexia.
- Coffee mornings for Year 7 and Year 8 nurture groups to share progress and strategies in English and Maths of how to best support their child at home and mirror the high quality support provided in school
- Subject specific training provided during parent workshops at Parent's Evenings i.e Lexia, phonics, reading and maths.

6. What support can pupils receive while taking tests and exams?

We provide access arrangements for tests and exams at all Key Stages, following the guidelines laid down by the Department for Education (for KS1 and 2) and JCQ (for KS3 and 4). Access Arrangements in KS3 and 4 are provided through testing by a Level 7 JCQ approved tester.

Access Arrangements allow pupils with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes, extra time and Braille question papers ensuring we make 'reasonable adjustments' complying with the Equality Act 2010.

Pupils who are on the SEND register are automatically tested to ascertain if they meet the criteria. Other pupils are nominated by parents or teachers. Only small numbers of pupils are granted permission to have

special consideration for examinations. In this case, parents and pupils are informed well in advance of the examination.

Information about early identification and assessment

How does the Academy identify and assess pupils with SEND?

- All pupils are continually assessed as part of day to day teaching and learning, with teachers responding to this in their planning and lesson delivery ensuring Quality First Teaching is always a leading priority.
- Teachers at St Matthew Academy are responsible for identifying pupils with possible special educational needs and, in collaboration with the SENCo, ensure that those pupils requiring different or additional support are identified at an early stage.
- For particular pupils more in depth assessments may be required. Some of these can be carried out by our SENCo and sometimes we ask external agencies/professionals to carry these out. (This is particularly in the case of applying for an Education, Health and Care Plan).
- Education, Health and Care Plans (EHCPs) are formally reviewed annually and all adults involved in the education of the child are invited.
- All pupils are formally assessed at the end of Early Years Foundation Stage (EYFS profile), Key Stage 1 and 2 (National Curriculum Tests) and Key Stage 4 (GCSEs, BTECs and other Vocational Assessments).
- At Key Stage 3 and 4, pupils are internally assessed through ranking exams which are held twice a year and formatively assessed throughout the student's learning.
- Tracking data is shared with parents and, where age appropriate, with pupils. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:
 - be significantly slower than that of their peers starting from the same baseline
 - fail to match or better the pupil's previous rate of progress
 - fail to close the attainment gap between the child and their peers
 - widen the attainment gap
- This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.
- The identification and assessment of SEN includes an early discussion with the pupil and their parents. These early discussions with parents enable Academy staff to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps. This process forms the 'assess' step in the Academy's graduated approach.

Information on the Academy's Graduated Approach

1. Quality First Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Access to Quality First Teaching for every student, including those with special educational needs, is a whole Academy responsibility.

2. Increased levels of provision and support

Where a more tailored approach and personalised level of support is required for a student, additional

support is put in place and the progress and impact of these tailored approaches is measured. Support can be in the form of:

- Consultations with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting the Academy’s core offer or whether something different or additional is required.
- All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- Where it is decided that a pupil has a special educational need, this decision is recorded and the parents are informed.
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, pupil and teaching staff.
- Class and subject teachers remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the pupil. Teachers are expected to work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo will support teachers in the further assessment of the pupil’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

3. What interventions is the Academy able to offer?

We are able to offer the following:

Intervention	Details	Target pupils
Quality First Teaching	Teachers across the Academy implement and use the training and resources given to them in order to include all pupils in classroom learning. This may involve using dyslexia friendly strategies such as coloured backgrounds, particular fonts, visual aids. Other strategies and resources are used such as access to ICT, writing frames, word banks, concrete maths supports.	These strategies benefit all learners and are particularly aimed at enabling pupils with SEN to successfully access mainstream teaching and learning.
In class support from a Teaching Assistant	Support the personalisation of lessons. Ensure that target pupils meet their lesson objectives. Support class teachers to make progress with all pupils, in particular those with SEND.	Those with a statement of SEN or EHC plan, where it is necessary in order to meet objectives. Other pupils with SEND who require additional staff support to meet lesson objectives.
Speech and Language Therapy	Speech and language therapists or specially trained Teaching Assistants carry out assessments, design programmes of intervention, deliver interventions, review progress and train staff.	Pupils who are unable to thrive in all areas of the curriculum due to specific speech, language and communication needs. Pupils who have a significant gap in their understanding, receptive or expressive language. Pupils who have social communication

		difficulties (ASD) and pupils with a speech impairment.
Literacy interventions	We run a wide range of literacy interventions aimed at pupils (Early Years to KS4) with significant reading, writing and comprehension difficulties. Progress is very closely monitored through regular assessments.	Each intervention has its own entry criteria based on the assessment of reading, spelling, academic progress data, and specialist literacy assessments.
Numeracy interventions	We run a wide range of numeracy interventions aimed at pupils (Early Years to KS4) with numeracy difficulties. Progress is very closely monitored through regular assessments.	Pupils who have significant gaps in their learning, applying and understanding of numeracy.
ASD friendly intervention	A range of age appropriate group and individual work run by ASD specialists, or specially trained teaching assistants.	For pupils with a diagnosis of ASD who need support in developing their social communication, social imagination and understanding of language. Pupils may need support in understanding and regulating their sensory needs.
Motor skill and sensory support programmes	This may involve handwriting programmes, gross or fine motor skill interventions, sensory diets or the use of specialist resources such as writing wedges, move n sit cushions, pencil grips, or touch-type programmes.	For pupils with physical or sensory needs that effect their fine motor skills, gross motor skills or their sensory processing and where these difficulties present a barrier to learning.
Mentoring	Pupils across the Academy have access to mentors who support with identified areas of need, delivering intervention programmes, for example, raise self-esteem, manage emotions such as anger and develop social skills and working social stories.	All pupils where behaviour or emotional difficulties present a barrier to learning and their wellbeing – emotionally and socially.
Academy Attendance Officer	The Attendance Officer is dedicated to tracking and improving punctuality and attendance of key pupils by working with families and supporting pupils in school to identify and remove barriers to school attendance.	Pupils where punctuality or attendance presents a barrier to their progress and attainment.
Year 7 Transition class	Small group size One or more teaching assistants are allocated to the class. The aim is to reintegrate as many as possible into the mainstream, as soon as possible.	Pupils entering secondary phase with the highest level of need who may be working significantly below age related expectations in core subjects and who have other complex needs.
Counselling	Individual sessions run by a specially trained Drama Therapist in Secondary and Primary.	Secondary pupils whose behaviour or emotional difficulties present a barrier to learning.
Mentoring through Lewisham Outreach Service	Pupils identified through Inclusion Panel meetings in Primary and Secondary who need support in areas of managing behaviour in class, social interactions and building self-esteem.	Pupils identified by Directors of Learning and class teachers that display behaviour that impacts on their learning and that of others.
Alternative	Specialist off site provision for pupils with marked	Pupils with a high level of need, in

provision	emotional and behavioural difficulties. Short and long term placements.	the areas of behaviour, social, emotional and mental health difficulties.
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4. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive specialised expertise.

<u>Educational Psychology (based at Kaleidoscope)</u>	<p>The Academy has a designated educational psychologist who visits regularly. This enables us to access a range of consultation services, assessment and intervention support as well as training.</p> <p>Our Educational Psychologist consults with parents and staff to explore issues that may interfere with a pupil's learning. Strategies discussed between the people involved in a child's education are hoped to promote progress and inclusion using knowledge, experience and relevant research.</p>
<u>Specific Learning Difficulties Team (based at Kaleidoscope)</u>	Specialist advice and assessment for specific learning difficulties (dyslexia).
<u>Lewisham Outreach Service</u>	Support for children from 5 to 14 who are experiencing difficulties at school with their behaviour. Lewisham Outreach supports the child and the family with strategies so that they can access mainstream school with the academic and social skills to manage on a daily basis.
<u>Drumbeat ASD Outreach</u>	Drumbeat is a service that takes a lead across Lewisham for providing advice and support to schools and families on Autism. The Outreach Team provides training and other specialist guidance across all settings, offering short term targeted support in mainstream settings, including working with children and staff to disseminate good ASD practice. The team also provides early intervention support to Early Years settings so that children's needs are assessed and met in a timely way.
<u>CAMHS (Child and Adolescent Mental Health Service)</u>	<p>Where necessary, we are able to refer pupils to CAMHS directly. Parents can also refer to CAMHS via their GP.</p> <p>CAMHS provide outpatient assessment and treatment for children and young people with emotional and behavioural difficulties.</p> <p>Team members are likely to include child and adolescent psychiatrists, social workers, clinical psychologists, community psychiatric nurses, child psychotherapists, occupational therapists, as well as art, music and drama therapists.</p>
<u>Social Care for children and families</u>	If the Academy has a concern about a child or young person who may be suffering harm we immediately contact the Lewisham referral and assessment team for advice and support. We also liaise closely when one of our pupils is Looked After by the Local

	Authority, is subject to a Child Protection Plan or is considered a Child in Need.
<u>Speech and Language Therapy</u>	The Academy has a designated speech and language therapist who visits regularly. Our speech and language therapist provides specialist advice, assessment and intervention for children and young people who have difficulties with any aspect of their communication. The therapist also offers training and support to staff on all aspects of language and communication.
<u>Occupational Therapist</u>	Children’s Occupational Therapists (OTs) help children achieve skills needed for home and school independence and also skills needed to play and enjoy interests; OTs work to enable children and young people to contribute as fully as possible alongside their peers and develop skills in preparation for adult life

The SENCo are responsible for maintaining an individual provision map for each pupil with SEN. This clearly outlines the support put in place which is additional to or different from that which is offered through the Academy’s curriculum. It demonstrates how any additional funding is used. This provision map is reviewed termly as part of the graduated approach and the review should involve parents and child where possible.

5. Review

- Reviewing provision is part of our everyday practice and takes place not only in our regular pupil progress meetings, but also in response to every lesson. We are continuously assessing, responding to what our pupils and their parents tell us and adapting our provision based on this.
- The SENCo working with teachers, may revise the support in light of the pupil’s progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate Academy staff. The record will be given to the pupil’s parents. The Academy’s management information system will be updated as appropriate.
- If a pupil continues to make less than expected progress, despite support and intervention, the Academy may involve specialists, both in-house and from outside agencies.
- The Academy will provide an annual report for parents on their child’s progress, as part of the normal reporting process.

Education Health and Care Assessments and Plans

1. Introduction to EHC Plans

For full information on the EHC process, please read Chapter 9 of the SEND Code of Practice 0-25.

For those pupils with the highest level of need it may be appropriate for the SENCo, parents or the young person themselves (if over 16) to request an Education, Health and Care (EHC) assessment.

Pupils and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment

process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC assessment the Academy may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

2. Where can parents get support during an EHC assessment?

<p><u>Lewisham SEND Information and Support Service (SENDIASS)</u></p> <p>Helpline number: 020 3319 2163 Email: lewisham@kids.org.uk Website: http://www.kids.org.uk/lewisham-sendiass</p>	 <p><u>IPSEA (Independent Parental Special Education Advice)</u></p> <p>General Advice Line: 0800 018 4016 Website: http://www.ipsea.org.uk/</p>
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3. How soon does the Local Authority have to respond to a request for an EHC assessment?

Following a request for an EHC needs assessment, the local authority must decide whether an EHC needs assessment is necessary. The local authority must make a decision and communicate the decision to the child's parent or to the young person (if they are over 16) within 6 weeks of receiving the request.

The whole process should be completed within a framework of 20 weeks.

4. What can parents do if they disagree with the Local Authority's decision about a child's SEN?

- Seek advice from Lewisham SEND Information and Support Service (SENDIASS)

Consider using disagreement resolution services

Every local authority has disagreement resolution services available to parents and young people. The service is independent of the local authority. Lewisham's disagreement resolution service can be reached via Lewisham SENDIASS. They can provide a quick and non-adversarial way of resolving disagreements. Used early in the process of an EHC needs assessment and EHC plan development they can prevent the need for mediation and appeals to the Tribunal.

- SEND Tribunal

Parents can appeal to the special educational needs and disability tribunal if they disagree with the council's decisions about their child's special educational needs.

For example, the council may not agree that a child needs extra support in the classroom to help them with learning difficulties.

Parents can also appeal to the tribunal if they feel that the school or council has discriminated against their disabled child.

Information about funding and resources

1. How will the school fund SEND support?

There are three different elements of funding for schools which are relevant for pupils with SEND.

- a) Pupil led funding: this is the basic per pupil funding which schools receive for every child whether or not they have SEN.
- b) Notional SEN funding- this is an identified figure within the pupil led funding which each school receives annually. This element of funding is used to fund the special educational provision for children with school based SEN and a proportion (£6000) of funding for children with statements or EHC plans
- c) 'Top up' funding for individual pupils. This funding comes from the local authority, as and when required, and on the basis of the child's assessed needs. It is usually used to fund support for children with a statement of SEN or EHC plan. The expectation is that a mainstream school must provide an additional £6,000 of support for each individual child with SEN before they can access top up funding.

2. How are the Academy's resources allocated and matched to pupils' special educational needs?

- The notional SEN funding is allocated each financial year.
- This funding is used for a wide range of purposes which support pupils with SEND, such as:
 - enhancing high quality teaching : our whole school priority is to continually improve the quality of teaching and learning for all pupils, including those with SEND
 - employing specialist staff to support pupils with SEND, such as Teaching Assistants
 - funding smaller classes for pupils with significant special educational needs
 - purchasing appropriate resources such as differentiated materials for less able pupils or literacy materials
 - purchasing services such as Educational Psychology or Speech Therapists
 - paying for training
 - providing additional support and/or resources dependent on an individual's or cohort's needs
 - contributing the first £6000 towards funding for pupils with a statement of SEN or an EHC plan
- The additional provision may be allocated after discussions at Inclusion Panel or Key Stage Progress meetings.
- For pupils with a high level of need we will apply for additional funding via an EHC assessment to help individual needs further.

3. How is the decision made about how much support a pupil will receive?

All pupils are discussed regularly at Key Stage Progress meetings or Inclusion Panel meetings. Support, resources and intervention programmes are allocated and evaluated at these meetings to ensure best use of the budget and to ensure that pupil's needs are met.

Information on where to find further support

- In the first instance parents can contact their child’s class teacher, tutor or Head of Year. If appropriate the class teacher, tutor or Head of Year will raise their concerns with the appropriate SENCo.
- If parents are concerned about a particular subject, they should contact the class teacher direct.
- Parents who wish to discuss a child’s special educational needs may also contact the primary or secondary SENCo.

Complaints procedures

If you need to complain about special educational needs

We value open communication, and staff and Academy leaders are readily available to discuss areas of concern. It is our aim that most concerns can be resolved through talking together and working towards a position of mutual understanding. However, we have a formal policy for dealing with more serious concerns and complaints if issues cannot be resolved through discussion.

- Talk to your child’s class teachers, Director of Learning, SENCo or the Head Teacher if you’re concerned about a problem relating to SEN.
- Ask for an SEN assessment from your local council if you think we can’t provide all the help your child needs.
- Contact the Lewisham SEND Information and Support Service (SENDIASS)
- You can appeal to the SEND Tribunal if you’ve applied for an EHC assessment from your local council and you’re not happy with their response.
- Complain to the Academy Governors. The Chair of Governors is Pat Barber.
- You can also complain to the Department for Education (DfE) by filling in the school complaints form.

<p><u>Lewisham SEND Information and Support Service (SENDIASS)</u></p> <p>Helpline number: 020 3319 2163 Email: lewisham@kids.org.uk Website: http://www.kids.org.uk/lewisham-sendiass</p>	<p> <u>IPSEA (Independent Parental Special Education Advice)</u></p> <p>General Advice Line: 0800 018 4016 Website: http://www.ipsea.org.uk/</p>
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Contact a Family helpline

Helpline number : 0808 808 3555

Email: helpline@cafamily.org.uk

Website: <http://www.cafamily.org.uk/>