

Our Vision

At Judith Kerr Primary School, we value every child. We aim for every child to make their best progress and reach their goals in all aspects of their development.

We encourage all children to be aspirational, reflective learners whilst recognising their role in our school community. All children access a creative and diverse curriculum that may be differentiated to fit their needs along with benefits of our bilingual provision. Moreover, we also provide a personalised 'Life Skills' curriculum for children that have additional needs.

At JKPS, we recognise that a happy, safe and secure child feels comfortable to learn and therefore we ensure that all children's emotional, social and academic needs are met allowing them their best possible growth. We promise to nurture and support your child throughout their time with us so they can feel empowered to succeed academically, socially and emotionally, becoming confident citizens in our school environment and then global citizens.

Types of SEN, disability and medical needs

At JKPS we believe that every pupil, regardless of gender, race, learning need or disability, has a right to access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND:

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

Judith Kerr Primary School's SEND Information report is written with full regard to the United Nations Convention on the Rights of the Child.

Who are the best people to talk to about my child's progress and Special Educational Needs and/or disability?

	Responsible for:
<p>Class Teacher</p>	<ul style="list-style-type: none"> • The progress of your child and identifying, planning and delivering any additional help your child may need (this could include things like targeted work or additional support) and informing the SENCo as necessary. • Contributing to children's provision and learning maps and keeping them up to date. • Ensuring that all staff working with your child in school is supported to deliver the planned work programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND policy is followed in their classroom and for the pupils they teach with any SEND.
<p>SENCo Kristin Hoogland</p>	<ul style="list-style-type: none"> • Coordinating all of the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy in order to ensure that all children receive a consistent, high quality response to meeting their needs in school. • Ensuring that you as parents and carers are: <ul style="list-style-type: none"> ○ involved in supporting your child's learning ○ kept informed about the support your child is receiving ○ involved in reviewing how your child is progressing in school. • Liaising with any other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. • Monitoring the impact of policies and the effectiveness of provision in the school. • Working with the Local Authority and External Consultants to implement and monitor our provision.
<p>Headteacher Jo Ryan</p>	<ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, this includes the support for children with SEND. • The Headteacher will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met. • The Headteacher must ensure that the Local Governing Body is kept up to date about any issues in the school relating to SEND.

<p>SEND Local Governor</p>	<ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school and who has SEND. • Monitoring the effectiveness of SEND provision in the school.
<p>Teaching Assistants may be allocated to a pupil with exceptional special educational needs and/or disabilities. Whilst they take a very valuable role in your child’s education, we would prefer that questions regarding your child’s learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parent/carers and Teaching Assistants on how a child’s day has been, and we do actively encourage this regular feedback.</p>	

What to do if you have concerns about a child

If you tell us that you think your child has a SEND, we will discuss this with you and investigate – we will share with you what we find and agree what we will do next and also what you can do to help your child.

What happens if my child does have a SEND?

The school will follow a graduated approach to your child’s learning. It will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child’s needs.

What are the different types of support or strategies available to support children with SEND?

<p>Quality First Teaching</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • All lessons are differentiated to meet the needs of your child and the class. • Grouping of ability, mixed and independent work is used to support all pupils. • Putting in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task.
<p>Targeted Intervention and Support</p>	<ul style="list-style-type: none"> • At JKPS we offer a range of interventions to meet the needs of all pupils requiring additional support with learning, communication, emotional needs and sensory/physical difficulties.

Specialist Services	<p>If your child has been identified as needing more specialist input in addition to quality first teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none">• Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.• Support to set targets which will include their specific professional expertise.• Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or visiting the sensory room.• A group or individual work with outside professional.• Further assessment with other professionals when and if appropriate.
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How will I know how my child is progressing in school?

At JKPS your child's progress is continually monitored by their class teacher, SENCo and the Leadership Team.

- Their progress is reviewed every half term and a National Curriculum level given in reading, writing and mathematics every term.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive 'small steps' assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the government requires all schools to do, and they are the results that are published nationally. Some children with SEND will be entitled to adjustments when taking the tests. These are called Access Arrangements. A small proportion of children with SEND will meet the criteria to be exempt from the tests altogether. In this situation the school will carry out individualised end of Key Stage assessments for the student.
- Children on the school SEND register will have a provision map detailing the additional support being provided. These will be shared with parents during termly meetings with the class teacher. A small proportion of children on the SEND register will have an Individual Education Plan (IEP). This has targets set for your child and will be reviewed every term. If your child has an IEP you will be invited to attend a meeting in order for us to review and set new targets together.
- The progress of children with an Education and Health Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education. Annual reviews are statutory for children with an EHCP and must be carried out every 12 months.
- The Leadership team and SENCo will also check that your child is making good progress with any individual work and in any group that they take part in.

- A range of ways will be used to keep you informed, which may include:
 - homework diary and reading journals
 - home-school books
 - parents evenings
 - additional meetings as required
 - reports.

Our life skills curriculum

At JKPS, we offer a life skills curriculum for children that are not accessing all areas of the National Curriculum. This curriculum is individualised to cater for children's needs and is thoroughly planned to allow for development in the following areas; cooking, self-care and hygiene, gardening, gross and fine motor skills, occupational therapy, speech and language therapy and accessing the wider community, for example going to the shops and using money or posting letters. The children experience fun and 'hands-on' learning that will benefit them as they grow as individuals.

How is our school accessible to children with SEND?

The school is a three-storey building with two main staircases, a lift which accesses all floors and the building also has ramp access. All areas in the school building are accessible to all. Additionally, JKPS is fortunate in being surrounded by a beautiful, mature garden, with many unusual trees, a vegetable patch with a pond, and a forest area.

- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- Alternative coloured paper and workbooks are available as required for pupils and staff with dyslexia.
- Laptops and iPads are used regularly in classroom learning and to support children who would benefit from the use of electronic equipment to support their learning.
- Writing grips and alternative scissors are readily available for children to use.

How does Judith Kerr Primary School support pastoral care and care outside the classroom?

At JKPS, we work hard to ensure that children are engaged and stimulated during less structured times of day. We have organised games during break and lunchtimes as well as 'quiet spaces' and lunch time clubs available to all students.

We also offer ELSA (Emotional Literacy Support Assistant) regularly, where children can access support with recognising their emotions and finding strategies to help them through these emotions. These are small group sessions that innately target the child's area of emotional need with a range of games and stimulus led by an ELSA trained adult. If you feel that your child may be in need of ELSA support, please contact your child's class teacher.

What interventions do we offer?

At JKPS, we offer a range of targeted interventions to support children in particular areas. It is common for a child with additional needs to access these interventions to help them move towards

their personalised targets., These interventions are run by our Learning Support Assistants and run on a termly basis. Interventions we offer (to name but a few) include:

- Nessy – a computer-based programme which supports child who are learning to read and write but may find conventional methods counter-productive. All of our dyslexia students are invited to join this programme.
- Lego Therapy – this is an intervention designed to support ASD learners and those with social, emotional and communication needs which encourages turn-taking, sharing, following rules and problem solving. These skills promote good communication outcomes.
- Numicon – an intervention revolving the use of Numicon and how this can demonstrate number relationships. This intervention is typically offered to KS1 and lower KS2 students, some of which have dyscalculia as an additional need. It focuses on number bonds, place value and counting.
- Fine motor – this intervention aims to support those that face difficulty when using their fine motor skills. This intervention works children's fine motor skills by using fun games and craft activities to encourage children to build muscle memory and strength in their hand and supporting muscles. This then benefits their writing and cutting skills.
- Speech and Language therapy (SALT) – SALT is provided by a specialist from the Evelina hospital based at St Thomas'. This happens weekly and happens on a 1-2-1 basis or small group.

What if I think my child needs more help than the school can provide?

If you or the school believe that your child needs more support than the current provision set in place either you or the school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer: www.localoffer.southwark.gov.uk

Once the request is made Southwark Council must make a decision and communicate with the parent or the school within 6 weeks of receiving the initial request. They will decide whether an Education and Health Care (EHC) plan is necessary to meet your child's needs in school.

Admissions

If your child has a SEND but does not have an EHC plan or a statement you will need to apply for a school place in the usual way. Admissions to Reception are handled by Southwark through the Common Application Form, which is available online at www.southwark.gov.uk.

Admissions at other times are handled through our school office, if you are moving from another Southwark school, or by Southwark, if you are moving from outside the borough. It is useful to make contact with the school's SENCo if your child has a SEND and you are considering a place at Judith Kerr Primary School.

If your child DOES have an EHC plan or a statement the Southwark SEN Team will co-ordinate your application. You will be contacted for your preferences and sent a paper form to write these on. The Team will approach the schools of your preference on your behalf. You will be invited to a special information event on transfer to primary and secondary school which will explain this process in detail. For more information on this event you can visit our training section.

SEND Information Report



Where can I find out about what is available locally for me, my family or my child?

Southwark Local Authority has published its own Local Offer which can be accessed via the link below.

www.localoffer.southwark.gov.uk

Date of Report: April 2021

Date to be reviewed: April 2022