

SCHOOL OFFER

(Special Educational Needs and Disability (SEND) Information Report)

VISION/MISSION

The Aims of St Saviour's & St Olave's School

The school motto encapsulates the aims of the school as our mission statement:

HEIRS OF THE PAST

CHILDREN OF THE PRESENT

MAKERS OF THE FUTURE

Within these three elements, our ethos as an Anglican school is evident.

Heirs of the Past

We are **reflective** about our history, as a school and part of the local and Anglican communities. We aim to ensure that every student builds positively upon the strong foundations established by those who founded the school and have led it since. Our school has always been an **inclusive** school, where everyone has the right to equality of opportunity whatever their ethnic, cultural, religious or socio-economic background. It has always sought to give roots and stability to the girls who learn here.

Children of the Present

We are secure in the belief that all are all made in the image of God, so that all are valued and important. Our school has always been **supportive** to the members of the community, working and learning in a spirit of collaboration and trust. We recognise the importance of support for the whole child: educationally, pastorally, and spiritually, and provide time and resources to prioritise this. The emphasis on **compassion**, love and forgiveness is evident within the school community, as well as the outreach to those locally, nationally and beyond.

Makers of the Future

We aim to engender a continuous desire to know and understand through the enjoyment of learning. We continue to foster an attitude of reflection on educational, spiritual and moral values that students can take forward in their lives. Ultimately these characteristics help ensure the school is **transformative** for those who study here. As students reflect on the past, process the present and go out into the future, our desire is for them to be equipped with the character and skills needed for them to contribute positively and responsibly to society, realising their God given potential.

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WHOLE SCHOOL/SETTING APPROACHES

Information on policies, people and statutory guidance

“What kinds of special needs are provided for in this school/setting?”

At St Saviour’s and St Olave’s, we believe that every student, regardless of gender, sexual orientation, race or disability, has a right to equal 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

Our SEND Information Page should be read in conjunction with the following:

Anti-Bullying Policy

Safeguarding Policy

SEND Policy

Teaching and Learning Policy

Behaviour Policy

Admissions Policy

Home School Agreement

Accessibility Policy

St Saviour’s and St Olave’s SEND Information Page is written with full regard to the United Nations Convention on the Rights of the Child.

“Who is involved?”

Deputy Head: Mr Casey

Responsible for: Coordinating inclusion across the whole school.

Mr Casey is the line manager for the Learning Support Department and also line manages the Learning Mentors and The Drama Therapist.

SENCO: Ms Wilson

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities

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(SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality first response to meeting their needs in school.

- Ensuring that parents are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is getting
 - Involved in reviewing how your child is doing
- Liaising with all the external professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Drama Therapist, CAMHS worker, School Nurse.
- Updating the school's SEND register (a system for ensuring all the SEND needs of students in our school are known) and making sure that there are detailed records of your child's progress and needs.
- Updating the school's inclusion register (a system for ensuring all students with medical needs, social, emotional and mental health needs 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 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 St Saviour's and St Olave's provision.
- Working with the Southwark Local Authority to implement the new Code of Practice across Southwark schools.

SEND Specialist Teachers: Ms Wilson (Literacy)

LSA Team: Ms S Agnew, Ms J Allain, Ms C Gilligan, Ms R Kazandjieva, Ms W Webb

Responsible for:

- Assisting with the educational and social development of students under the direction and guidance of the head teacher, SENCO and class teachers.
- Assist with the implementation of one page profiles for students and help monitor their progress.
- Provide support for individual students inside and outside of the classroom to enable them to fully participate in activities.
- Work with other professionals, such as educational psychologists, as and when necessary.
- Keep a brief written record of work covered by students.

Class Teachers

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Ensuring that all staff working with your child in school are helping to deliver the planned work/programme for your child, so they can achieve the best possible progress through quality first teaching. This may also involve the use of additional adults, outside specialist

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help and specially planned work and resources.

- Ensuring that the school's SEND Policy is followed in their classroom.

Headteacher: Ms May

Responsible for:

- 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 make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor:

Responsible for:

- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

Medical: Mrs Wood

Responsible for :

- First aid and ensuring medicine is administered accordingly in school.
- Updating the Medical List
- Liaising with the School Nurse – Ms Beech to ensure students have a Medical Care Plan.

Learning Mentors – Ms Andrews

Responsible for:

- Implementing intervention strategies to help remove the barriers to learning for referred mentees.
- Liaising with parents and outside agencies involved with mentees.
- Maintaining an open door policy at breaks and lunchtime to assist any students with issues they need help in resolving.

Inclusion Worker – Mr Young:

Responsible for:

- Attendance and Punctuality – monitoring and working with the Educational Welfare Officer.
- Careers
- Preparation for working life
- Behaviour Interventions

Sixth Form Registrar – Mrs Hamilton:

Responsible for:

- The administration for all sixth form applications

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- Attendance and punctuality of sixth form students
- Monitoring the wellbeing of sixth form students and organising referrals to the Drama Therapist and THAMS.

Drama Therapist – Ms Yates:

Responsible for:

- The provision of Drama therapy sessions to students
- Overseeing therapeutic provision within the school.

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

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

http://www.southwark.gov.uk/info/200017/children_and_families/3473/send_reform/3

Wider World of School. Approaches to extra-curricular activities and pastoral care

ADMISSION ARRANGEMENTS – Please see our admissions policy for further information:

<http://www2.sso.southwark.sch.uk/page/?title=Admissions&pid=87>

Access to our building

Following our successful ‘Building Schools for the Future’ bid we increased overall accessibility by 30%. Due to the construction constraints that our Victorian building poses, with mezzanine floors throughout, we are confident that our accessibility is currently at capacity.

At present the ground floor area is fully accessible to a wheel chair user and has a disabled toilet and a portable ramp. There is also a disabled parking bay.

The addition of our new building has enabled greater access across the upper floors.

5 refuge points are situated across our first floor and second floor staircases and enable us to act quickly in an emergency and support those who may have difficulty exiting the building in an emergency.

A lift provides access to the first and second floors.

The first floor has a disabled toilet. 50% of classrooms on this floor are accessible but please be aware the majority of the accessible classrooms are for 6th form teaching only.

The second floor is 40% accessible and again the majority of accessible rooms are for 6th form

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teaching.

For more information please see the school plans:

The behaviour policy can be accessed below:

<http://www2.sso.southwark.sch.uk/page/?title=Behaviour+Policy&pid=58>

After School Clubs and Enrichment

“The more you put in....the more you get out”

Our aim for all our students is that they enjoy a 360 degree education and have the best opportunity to discover and develop areas of interest in and beyond the classroom.

At St Saviours and St Olave’s we recognise that there is much more to having an education than lessons and homework. That is why we ensure a diverse, challenging and exciting extra-curricular and enrichment programme.

Each week there is a wide range of clubs running weekly and a variety of partnerships who we work with throughout the year developing further opportunities at weekends and during holidays. We also aim to support students in gaining accreditation, such as Arts Awards, Duke of Edinburgh and STEM award.

Additionally, we are fortunate that many of our students can benefit from free music tuition, sporting clubs, Drama and Art events, Languages such as Japanese, STEM, ICT and so much more.

Support for Personal Care Needs

We have full time non-teaching pastoral staff whose key role is to support Directors of Learning in the provision of care for students. They are available at all times to ensure that, along with tutors and other senior staff, students are well supported. This involves, amongst other things, practical support related to physical wellbeing, guidance on life skills, support with mental health matters and liaising with parents. Part of pastoral care also involves investigating issues and maintaining a log on behaviour for all students, in order that patterns can be highlighted and intervention can take place to help prevent problems arising. This is an essential element to life at St Saviour’s and St Olave’s and one that is valued by all staff and students.

Support in Creating and Maintaining Peer Relationships

The pastoral team understand that maintaining peer relationships is crucial to students thriving, both emotionally and in their learning. When issues or concerns arise, the pastoral team ensure appropriate mediation takes place between students in order to reconcile differences and re-establish friendship. This is made easier by the strong relationships the pastoral team establish with students over time, built on trust and care. The school further maintains this through specific

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initiatives such as Humanutopia, which focuses on the way that students respond to each other and the need for honesty and kindness in relationships. This is further promoted by the variety of trips that take place, such as Outward Bound, which encourages different students to work together in a variety of challenges. It is further upheld through the Christian ethos of the school and the desire to see everyone as special, made in God's 'image'.

Specific teaching and support for social skills

We are able to offer our students 24 days per annum of Speech and Language Therapy Sessions. Our SALT, Ms Forester, is working with the SENCO and the LSA Team to establish a number of intervention groups to support communication and social skills. We currently offer a range of programmes for our Key Stage 3 students focussed on Narrative, Vocabulary and Talkabout.

We also run a programme for Year 8 and 9 students who are at risk of sexual exploitation or gang related activity. During the group sessions, issues such as self-esteem and social media are explored.

Inclusion Officer: Behaviour Support

Our inclusion officer works with students who are at risk of exclusion, providing useful anger management strategies and careers advice.

Specific teaching and support for emotional and physical wellbeing

It is one of the school's priorities to ensure that all students develop a safe and healthy lifestyle. All students participate in PE. The PE curriculum is varied and designed to cater for all ability levels and focuses on maximum participation.

This is an important factor that contributes directly to the well-being and achievement of every individual within the school community. Health - be it physical, mental, emotional or sexual - is given careful consideration by all departments, including PSHCE, when planning the content and delivery of the curriculum.

There are numerous extra-curricular activities that aim to foster a healthy lifestyle - cookery club, games club, a multitude of PE clubs, and yoga club, to name but a few.

Support in unstructured times of the day

Learning Support offers daily breakfast boosters and homework support from 8am. We are also open during break and lunch to provide support, revision and homework advice. Students can access computers, laptops and IPADs to help support their learning. Weekly 'Reading Partners' sessions happen during Monday lunchtimes. Targeted Year 7 students have a Yr 12 or Yr 13 partner who offers guidance and support for reading. We are also open every evening until 5pm and offer one on one support and small group revision sessions.

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The library is well used and extremely well-resourced and is open daily from 8am – 5pm. As a learning space the library is regularly used by staff as a space to conduct research lessons.

Staff also run regular breakfast boosters as well as an extensive after school revision timetable for KS4 and KS5 students.

Support to prepare for adult life

We support our students in developing employability skills.

We do the following:

- Careers Interviews- All students in Year 11 will have an interview with our careers adviser who works for Inspiring the Future.
- Careers Talks – We have signed up with Speakers for Schools, they offer us high profile speakers. So far we have had Dame Sally Davies, who is the Chief Medical Officer for England, Chief Medical Advisor to the UK Government. We have also welcomed Jo Elvin who is Editor of Glamour Magazine, she talked about her career and the Fashion world. Recently we hosted ‘Inspiring Women in Fashion’ and ‘Inspiring Women in Law’ student conferences.
- Work Related Trips – All students in Year 10 will go on a work related trip. Trips already booked are to Societe Generale Investment Bank, Barclays Head Office.
- Projects – We have a number of projects we are now working with around work related learning for example:
 - Lawyers For Schools- This is a project where the students can meet real life legal professionals and discuss legal topics such Youth Justice, Human Rights.
 - Social Media this is for Year 10 students and 6th Form students.
 - Business in the Community – This project we are linked with a local business. We have been linked with Waitrose. This project will involve all the key stages. We will work with Waitrose around work related projects.
- Work Experience – We have a number of students in the 6th form who have and will do work experience. Speechly Law Firm, Bank of England are some of the placements we have used.
- 6th Form Trips – Middle Temple, Inner Temple, Old Bailey, City Brokerage.
- Apprenticeships – IT, M&G Investments, Bank of England. We look to find Higher Apprenticeships for those students who want to take that route.

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Approaches to Teaching and Learning

Quality First Teaching

Mission Statement

St Saviour's & St Olave's School is a church school and the Governing Body seeks to ensure that the Christian ethos permeates the whole life of the school. This policy is designed to support that ethos, and enable the development of all students and staff. As a school our primary purpose is to ensure students benefit from a high quality of education in an ordered Christian community which enables them to develop and grow.

At St Saviour's & St Olave's we recognise all students have special God-given skills, abilities and aptitudes and are entitled to access a broad, challenging and balanced curriculum. We also believe each student is entitled to experience a variety of learning and teaching styles, which enables them to reach their full potential.

Underlying Principles

- **We are a community of learners committed to the idea of lifelong learning and we strive to ensure that everyone has the opportunity to develop, make progress and learn to the best of their ability.**
- **Every member of staff is responsible for creating a positive learning environment, inside and outside of the classroom, which enables all students to achieve their potential and thrive. Staff have the authority and responsibility for managing students' behavior to ensure this happens.**
- **All staff are responsible for ensuring that the students in our school have the knowledge and skills needed to succeed academically and in the workplace whilst developing into caring and confident individuals.**

Roles and Responsibilities

At St Saviour's & St Olave's we work as a team to ensure these principles are lived out. Our expectations of key people are as follows:

SLT and Middle Leaders

We expect leaders to:

- Ensure that our students are provided with high quality learning experiences that lead to consistently high levels of student achievement and progress
- Ensure all our lessons meet and in most cases exceed the expected standards based on the DfE Teachers' Standards
- Provide high quality CPD and support for all teachers

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- Provide a framework for teaching and learning within which there is flexibility and scope for creativity
- Monitor and evaluate effectively the quality of teaching and learning
- Identify specific areas of responsibility for teaching and learning at a whole school, departmental and individual level
- Provide parents and governors with accurate information about teaching and learning

Teaching Staff

We expect all teachers to:

- Demonstrate deep knowledge and understanding of the subjects they teach
- Plan lessons with clear objectives making the most of the time available and of learning support assistants where appropriate
- Set clear challenging targets for all and have consistently high expectations of what students can achieve
- Be clear about what students already know, understand and can do and use this information to plan appropriate teaching and learning strategies which will enable pupils to make at least good progress and achieve well
- Identify and support any pupil who is falling behind, and enable them to catch up
- Set homework in line with the school's homework policy
- Communicate clear expectations for behaviour based on our behaviour policy
- Focus on effectively developing students' reading, writing and communication, and where appropriate mathematics, across the curriculum
- Encourage all students to work with positive attitudes so that they can apply themselves, make strong progress and develop the capacity to learn from mistakes
- Challenge students to stretch their thinking and to practise key skills
- Provide parents with accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.

Support Staff

We expect all support staff to:

- Support teachers
- Support students
- Where necessary, work with parents

What we expect from our students: Growth Mind-set

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“We like to think of our champions and idols as superheroes who were born different from us. We don’t like to think of them as relatively ordinary people who made themselves extraordinary.”

Dr Carol Dweck

	FIXED MINDSET	GROWTH MINDSET
CHALLENGES	Avoids challenges	Embraces challenges
OBSTACLES	Gives up easily	Persists in the face of setbacks
EFFORT	Sees effort as fruitless or worse	See effort as the path to mastery
CRITICISM	Ignores useful negative feedback	Learns from criticism
SUCCESS OF OTHERS	Feels threatened by the success of others	Finds lessons and inspiration in the success

“Schools with outstanding teaching overall are single-minded in their pursuit of high-quality learning for all. Senior and middle managers visit classrooms frequently to monitor teaching and learning. Staff are keen to learn from each other: School leaders encourage the sharing of strengths in teaching across departments, year groups and subjects and look for opportunities for the most effective teachers to demonstrate good practice. This is not achieved easily or quickly.

Teaching is most effective when teachers have high expectations and excellent subject knowledge, and build positive relationships with pupils. Teachers use lively examples and introduce relevant contexts that bring subjects to life. There is a varied and effective mix of practical, oral, written and group work, and technology is used imaginatively to develop learning. Work is carefully matched to pupils’ abilities and prior knowledge so that pupils build their skills and understanding. Teachers assess the progress carefully. Open and challenging questions extend pupils’ reasoning and vocabulary and help them to become enthusiastic and

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self-motivated learners, eager to contribute and share their ideas. At its very best, such teaching generates an infectious enthusiasm for learning.”

(Ofsted annual report)

The Learning Process:

A definition of learning:

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction, so it is important to promote activities which allow the learner to work with others to solve problems, explore concepts and develop language as a means of learning and a tool for thinking.

Learning will most effectively take place when:

- The environment is secure, stable and stimulating
- Students' self-esteem is high, so make sure you smile and praise!
- Students understand the purpose of the learning and see relevance to their own experience
- It is student led, the teacher can facilitate and use effective questioning, prompting and allow opportunity for exploration that lead students to find their own new and exciting outcomes
- Students understand the ways in which learning takes place
- Learning builds on prior knowledge and understanding
- Success criteria are explicit and models are provided
- Learning is active and collaborative
- Student questioning, reflection and discussion are encouraged
- Independent learning and thinking are facilitated and encouraged
- Opportunities exist for creativity and utilising different learning styles
- Students can self-assess, know what they need to do to improve and are able to set appropriate targets
- Students have opportunities to transfer skills, knowledge and understanding to other contexts

The Learning Experience:

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

Benjamin Franklin

This section reflects the school's expectation regarding planning, preparation, lesson structure and assessment for learning.

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It is recognised that colleagues will also wish to extend their repertoire of teaching methods and provision of learning experiences beyond the outline given here. We actively encourage and support exploration and development of pedagogy in order to ensure effective learning and promote high standards for all students.

“Teaching is a wonderful way to learn” Dr Carol Dweck

Modified/Adapted teaching approaches

The school has adopted the BDA’s ‘Dyslexic Friendly School’s Policy’.

All rooms are equipped with smart boards, projectors and PC’s.

Alpha Smart software is available

Dragon software is available.

Reading rulers, pen grips, adapted chairs, laptops and dictionaries are all available from the SEND team.

I-Pads are often used and Lexia and Symphony Maths programmes are taught by the SEND team and in Year 7 English and Maths lessons.

Recording of sixth form lessons is common and staff share resources and teaching materials to ensure the students are supported.

All other reasonable adjustments to support learning would be ordered and monitored through the SEND team.

Groupings

Students in Key Stage 3 are set in English in Years 8 and 9 and in Maths and Science in Year 7-9. At GCSE students are set in the core subjects: English, Maths, Science and Religious Studies.

All Lessons are differentiated and the LSA team offer support in lessons across the whole curriculum and offer support to all students including those with SEND.

Intervention

On entry all Yr 7 students are screened to establish a Reading Age. Any student who is significantly below their peers is screened for dyslexia and if deemed necessary the SEND team will work in liaison with parents to support literacy and numeracy. Intervention is offered in either small groups or in a one on one setting with the SENCO or our SEND specialist teacher.

Use of additional adults

We have a team of 7 very experience LSA’s who provide support in lessons and also offer one on one support to write up student’s notes/essays.

We also have access to Dr Zheng –Educational Psychologist, Southwark’s Speech and Language Therapist Team, School Nurse and Miss Wilson is a Specialist Dyslexia Teacher.

SEND Policy

Our SEND Policy can be accessed on our website.

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Education Health and Care Assessments and Plans

“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, on the Southwark web site:

<http://localoffer.southwark.gov.uk/>

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support at SEN Concerns Level.

After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHCP). The Statement or EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also detail several long and short term goals for your child.

The EHCP should be used to support your child with whole class learning, individual programmes or small groups. Each child’s programme will vary depending on the needs of the child and the targets set in the EHCP.

We will always use the advice of external agencies e.g. an Educational Psychologist to help develop and review each child’s needs.

“What if the Local Authority says no?”

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

Information on where to find further support

“Where can I or my child get further help, information and support?”

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There are a number of local and national services designed to support parents and carers on many SEND areas. Some popular services are listed below:

Southwark Information Advisory Service (SIAS)

SIAS has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

<https://www.southwark.gov.uk/schools-and-education/information-for-parents/southwark-information-advice-and-support-team-sias>

Contact a family

Contact a Family Southwark supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.

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

Family information service

The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:

- Registered childcare, including children's centres, childminders, nurseries, pre schools, breakfast clubs, after school clubs and holiday play schemes
- Help towards childcare costs
- Free early education

Family information directory

The information directory is for parents, young people and practitioners to look up services for children, young people and families, including:

- Parenting support
- Health care
- Money matters
- Law
- Support groups
- Activities

<http://cypdirectory.southwark.gov.uk/>

Complaints procedures

For information on how to make a complaint please see our complaints procedure on the website.

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