

St Paul's Catholic Primary School

SEND Information Report

The name of our SEND Co-ordinator (SENCo) is: Mrs K Higginbottom

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEND. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

We identify and assess pupils with SEND using the following methods:

Here at St. Paul's Catholic Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below age related expectations
- Concerns raised by a parent
- Concerns raised by a teacher
- Liaison with external agencies e.g. for a physical/ sensory issue, Speech and Language
- Use of standardised assessment
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.



We evaluate the effectiveness of our SEND provision in the following ways:

- As a school we track and analyse the children's progress in learning against national expectations and age related expectations on a termly basis.
- Class teachers continually assess each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6, using a variety of methods.
- Pupil Progress Meetings are held each term between each Class Teacher and the Headteacher, Deputy Headteacher and Subject Leaders. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- We carry out a Language Assessments on all children upon their entry to Reception. Children with language difficulties are re-assessed at key points to enable progress to be monitored.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example standardised assessments and Salford Reading and Comprehension Tests.
- The Headteacher and Special Educational Needs Co-ordinator (SENDCo) report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENDCo and attends briefing sessions. They also report back to the Governing Body.
- By reviewing children's targets in Individual Learning Plans (ILPs) and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.

Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:

- Ensuring that the child is making progress academically against Age Related Expectations and that the gap is narrowing between them and their peers.
- By reviewing children's targets in ILPs and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEND Register when they have made sufficient progress – parents will always be informed if this has taken place.



Our approach to teaching pupils with SEND includes:

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our SENDCo and Assessment Co-ordinator oversee the progress of any child identified as having SEND.
- There may be a Teaching Assistant (TA) or Higher Level Teaching Assistant (HLTA) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly learning conversations.
- The class teacher will meet with you formally on at least a termly basis (this could be part of learning conversation meetings or separately), in order to discuss your child's progress and the support that they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENDCo to discuss support in more detail if required. The SENDCo has weekly release time from class, usually on a Wednesday Afternoon.
- ILPs (Individual Learning Plans) will be shared with you and your child (age appropriate).

We adapt the curriculum for pupils with SEND in the following ways:

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon, use of ICT
- The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENDCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information
- The governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.



We listen to the voice of the child in the following ways:

- Children who have ILPs discuss their progress and targets when these are reviewed (age appropriate).
- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate).
- Children are invited to discuss their learning by invitation to the Head teacher's Tea Party.
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- All children are provided with the opportunity to be voted onto the School Council, ECO Committee, Working Together Council by their peers.
- As well as hold other positions of responsibility, delegated by their class or teachers.

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

- All children are included in all parts of the school curriculum and we aim for all children to be included on Educational Visits and the Y6 Residential. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Each child's needs will be considered on an individual basis.



The following emotional, mental and social support is available for pupils with SEN:

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- The school has staff members who have undertaken Nurture Group Training; the whole school has undertaken attachment training to support them in working with children with attachment disorder. The school is currently taking part in Tameside's Emotional Wellbeing Project. Some staff have basic counselling skills and are trained in supporting children through Social Stories.
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the Headteacher and SENDCo.

Staff have received training in the following areas:

- Specific Learning Difficulties
- Narrative Therapy
- Leading Nurture Groups
- Speech and Language Difficulties
- Counselling skills
- Attachment
- Motor Skills United
- Dyslexia Friendly Classrooms & Language Friendly Classrooms
- Better Reading

In addition, we use the services of the following specialists:

- Our SENDCo has completed the national SENCo accreditation.
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including:(BLIS) Behaviour Service, CLASS Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.



We currently possess the following equipment and facilities to assist pupils with SEN:

- Our school has an adopted accessibility policy.
- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and disabled parking bays are available in the parent's car park.
- Accessible toilet facilities are available by the main reception area (changing facilities are available in this area).
- If you have specific access queries or concerns please speak with us.

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Parent's Evenings take place three times a year for children with SEND
- Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation.
- When the child's Individual learning plan (ILP) is reviewed, comments are made against each target to show what progress the child has made, parents will be consulted to contribute to ILP's.
- If your child has complex SEND they may have an Education and Health Care Plan (EHCP). In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

Our arrangements regarding complaints from parents of pupils with SEND are as follows:

- Talk to us – Contact your child's class teacher about your concerns initially.
- If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs Co-ordinator: Mrs Higginbottom) or Headteacher. Appointments can be arranged in person, by phone or by email.
- Please see the school contact details on the home page of the school website.
- We ask that you follow the procedures outlines in the School Complaints Policy which is available on the Policies page of the school website.

We work with the following bodies to ensure the best possible provision for our pupils with SEND:

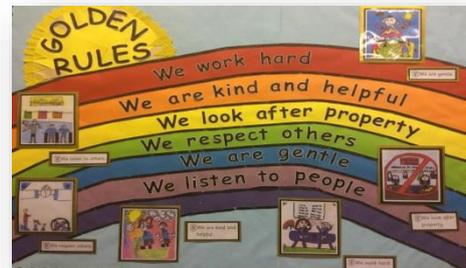
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including:(BLIS) Behaviour Service, CLASS Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), Clinical Psychologist, Paediatricians, Speech and Language Therapists, Occupational and Physiotherapists; Children's Services including: Early Help locality teams, Social Workers; Educational Psychologists and Specialist Advisory Teachers.

Parents of children with SEND may find the following support services helpful, in addition to the school's offerings:

- SENDIAS – Special Educational Needs and Disabilities Information and Advice Support Service
- MIND
- Off the Record – Counselling Service
- Winston's Wish – Bereavement and Counselling

Our transitional arrangements for pupils with SEND include:

- We encourage all new children to visit the school prior to starting.
- Some children are supported during transitional periods by external agencies such as (BLIS) Behaviour and Inclusion Service and (CLASS) Communication and Autistic spectrum Support this may involve creating 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Reception, the Leadership Team holds a meeting for parents in addition to planning visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.
- Transition visits are carried out by the Reception Teacher to all children who are starting St. Paul's from private nurseries. These visits are made by arrangement with your child's nursery provider.
- Children attending St Paul's Nursery make frequent visits to school and the Reception class with some combined activities planned for children who are transferring to Reception.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- Year Six transition meetings are held between ourselves and staff from receiving schools and parents.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.



Tameside's local offer, explaining what is available on a local authority basis, can be found using the following link: <http://www.tameside.gov.uk/localoffer>