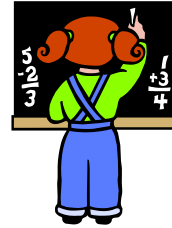


# **ST PAUL'S CATHOLIC PRIMARY SCHOOL SEND INFORMATION REPORT**

## **How we support pupils with Special Educational Needs and Disabilities (SEND)**

St Paul's Catholic Primary School is an inclusive school where we welcome and celebrate diversity. We strive to support all children to enable them to achieve in all areas at school. In order to do this and in accordance with the school's SEND policy, many steps are taken to support children through their learning journey.



At St Paul's all children have access to Quality First Teaching. Teachers deliver motivating and focused lessons, appropriately differentiated for the needs of their class. Teachers continuously assess and monitor children's learning and set high, clear and challenging targets for the children. Children are involved in their learning and in setting their own targets and are taught to be independent learners. However for some children there are occasions when further additional support may be needed to help them achieve their targets.

### **Who is responsible for the management of the school's Special Educational Needs and Disabilities?**

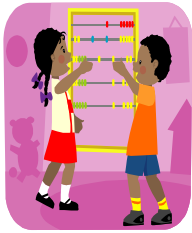
The school's Special Educational Needs and Disabilities Coordinator is Mrs Tia Liuhka. She is responsible for:

- The operation of the Special Educational Needs Policy and coordination of specific provision made to support individual children with SEND.
- Providing support for teachers and staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Liaising with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.
- Organising and maintaining regular contact with a wide range of external agencies that are able to give more specialised advice.

Please do not hesitate to contact Mrs Liuhka should you have any concerns regarding SEND.

## Which children are considered to have SEND?

A child is considered to have a Special Educational Need when they:

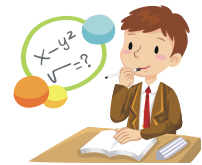


for them.

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made

## How do we identify and support pupils who have Special Educational Needs?

- When a child starts school with special educational needs already identified, we work closely with the adults who already know that child. This will include family, previous schools or settings and any professionals who are involved with the child.
- If you tell us you think your child has SEND we will discuss this with you and assess them accordingly. We will share what we discover with you and inform you what we will do next and what you can do to help your child.
- If our staff think that your child has SEND this may be because they are not making the same progress as other children; for example they may not be able to follow instructions, or answer questions. We will observe them, assess their understanding of what we are doing in school and may use tests to find out what is causing the difficulty.



## What should I do if I think my child may have Special Educational Needs?

The class teacher is the initial point of contact for responding to parental concerns.

If you have further concerns then contact Mrs Liuhka, the school's SENDCo.

## How do we involve children and their parents/carers in identifying SEND and the



## planning of how to meet the identified needs?

- When we assess SEND we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home. We take this into account and work with you so that we are helping your child in the same way to make progress.
- Parents of any child receiving SEND support will have the opportunity to meet with class teacher at least 3 times per year to discuss their identified needs.
- Parents are encouraged to comment on their child's Individual Support Plans (ISPs) or Individual Support Plans Plus (ISP+) with possible suggestions that could be incorporated. These are issued 3 times per year.
- Children's targets are discussed with each pupil so that they can work towards achieving each identified next step.

## How do we adapt the curriculum so that we meet SEND and what equipment or resources do we use to give extra support?

- Our school curriculum is designed to appeal to a range of children, with a range of learning styles. Each classroom runs systems to support additional needs as part of routine classroom practice. These may include visual timetables, visual prompt cards, word mats, hands-on resources, lap tops etc.
- Some pupils will need specific resources, such as writing slopes, seat wedges, pencil grips, coloured overlays, etc. We make these available to all pupils who need them.
- All our staff are trained to make lessons easier or more challenging so that every child is able to learn at their own pace and in their own way. We make or provide additional resources if required.
- Interventions change as the needs of children change. Our interventions currently include Five Minute Box, Sound Discovery, Socially Speaking, Sand Tray therapy, 1-1 reading and nurture group activities.
- Interventions are delivered on an individual basis or in small groups. The small group approach considers the needs of every child in the group.

How  
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- All our staff are regularly updated so that we are able to adapt to a range of SEND.
- When teaching we use different approaches to learning: these are visual, oral and kinaesthetic methods.
- Across our staff team we have a range of expertise which we utilise to improve the skillset of all staff and provision for all pupils, including those with SEND.

### What training has been undergone by the staff who support children with SEND?

Different members of staff have received a variety of training related to SEND and most have been trained in the following areas:

- How to support pupils on the Autistic Spectrum (ASD).
- How to support pupils with Attention Deficit Hyperactivity disorder (ADHD).
- How to support pupils with Social, Emotional and Mental Health needs.
- How to support pupils with Speech and Language difficulties.
- How to support pupils with Specific Learning Difficulties e.g. Dyslexia.



### How do we assess pupil progress towards the outcomes we have targeted for pupils?

- We assess progress in small steps and at an appropriate pace. Children are set targets to move forward with learning and these are shared with parents.
- We have regular moderation meetings to check that our judgements are accurate for children of all ability levels across the school.
- We use internal data tracking systems to monitor progress in Reading, Writing and Maths. These tracking systems are also used to compare the progress of children with SEND with those children who do not have SEND.
- We check how well a child understands and makes progress in lessons through on-going assessments and evaluations.
- Members of our Senior Leadership Team monitor the progress of all children every term at Pupil Progress meetings and reviews. We discuss what we are doing and put actions in place to support pupils in making progress, including those with SEND. The actions are reviewed with Class Teachers and Teaching Assistants.



- Raise on Line and Arbor School Performance Reports are used to compare the school's results and progress with those of other schools in the Local Authority as well as those on a national level.
- Children with or an Education, Health and Care Plan will have the opportunity to meet three times a year with their class teacher to discuss progress and needs.

### What extra support do we bring in to help us meet SEND?

- We currently buy in support from specialist staff to help us meet the needs of pupils with SEND. This currently includes Educational Psychologists, Behaviour Support, Inclusion Support, Education Welfare Officer and the Family Intervention Support Service.
- We are able to support parents by referring to additional services, such as speech and language therapists, the school health nurse and CAMHs.
- The school has a Parent Link Worker, Mrs Karen Dinning, who is available to support all parents, including those of children with SEND. Her role is to support and advise parents on issues which may be affecting their child. She is also able to sign post families to other agencies for help and support.
- Supportive Parents is a South Gloucestershire based service available to support parents with advice on issues relating to SEND.
- We work cooperatively with outside agencies who are supporting pupils at our school.



### What happens if my child's needs are thought to be long term, complex or severe?

- Any child with a complex and significant Special Need is considered for an EHCP.
- If you think your child needs an EHCP you will need to discuss your concerns with your child's class teacher or Mrs Liuhka, the school's SENDCo, who will advise you about whether your child needs an EHCP.
- An EHCP will only be considered once the school has exhausted its provision and outside agency support.
- The school may receive an additional amount of "top up" funding for pupils with higher level needs who have an EHCP.



### How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- Mrs Liuhka (SENDCo) may meet with you to discuss strategies for you to use in order to support your child if there are difficulties with a child's behaviour or emotional needs.
- If outside agencies have been involved, suggestions and recommendations are normally provided that can be used at home.



### What support will there be for my child's overall well-being?

All staff believe that children having a high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children and we offer a wide range of pastoral support for children who are encountering emotional difficulties. These include:

- Mentoring
- Small focussed "Nurture Groups"
- Members of staff such as class teacher, Parent Link Worker and SENDCo readily available for pupils who wish to discuss issues and concerns.
- Specific activities organised for those children who find lunchtimes a challenge.
- Special roles and responsibilities given to those children in need of a self-esteem /confidence boost.



### Which extra-curricular activities are available for children with SEND?



- We run a range of lunchtime and after school activities and clubs that are accessible to all children, including those with SEND. We support parents in making decisions about whether these extra-curricular activities are appropriate for their child. School will offer advice on other providers of out of school activities that are available to pupils

with SEND and may be appropriate for their child.



### How will my child be included in activities outside the classroom including school trips?



- Activities and school trips are available to all the children.
- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

### What provision is there for pupils with medical needs?

- If a pupil has a medical need then a detailed care plan is compiled with support from the school health nurse in consultation with parents /carers. These are discussed with all staff who are involved with the pupil.



- Where necessary and in agreement with parents/carers, prescribed medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both the child and the staff member.
- Specified members of staff have first aid training.



### How are the school's resources allocated and matched to children's SEND needs?

- School receive funding for all children, including those with SEND and the school allocates equipment and resources to meet the needs of all pupils from this budget. We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available.
- We have a team of Teaching Assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving a Teaching Assistant.



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- Where a pupil has an Education, Health Care Plan the local authority may contribute top up funding to meet the needs as outlined in the Statement or EHC Plan



- Where a child receives top up funding, parents are given the option of a personal budget and may agree a plan with the school and local authority as to how this money is used to support their child needs.



### How do we support children with their transition into school and when they leave us?

- Children entering St Paul's Catholic Primary School will have at least two opportunities to visit school in the summer term, prior to starting school in September. Additional transition visits can be arranged on an individual basis. Information will be gathered regarding any SEND so that necessary support can be put in place on their entry into school.
- Our Early Years staff liaise with practitioners to aid a smooth transition.
- Meetings will be arranged for those children who are already known to Early Years SEND services to make school aware of their needs to ensure the correct support is on place.
- When children leave St Paul's Catholic Primary School to go to secondary school, meetings are arranged for the staff of the new schools to speak to the children. Year Six staff, and in some cases the school's SENDCo, will meet with staff from each school to discuss those children with additional needs. At these meetings it will be decided if any of the SEND children would benefit from additional transition days to their new school. This will then be discussed with the parents and arrangements put in place.
- Transition to the next year group within the school is supported with extra visits to the new class as necessary.
- Extra support is given with annual transitions through photographs and social stories where necessary.



### What happens when SEND children are tested or take SATs?

- Children working below the level of the tests do not take them.
- Children with SEND working at the level of the tests may be entitled to additional support or extra time. Your child's teacher



will discuss this with you before the test takes place, so that the appropriate access arrangements can be made.

### How accessible are the school building and facilities?

As a school we are happy to discuss access requirements. However, the current situation is that:



- All of the school is accessible to wheelchairs, with a disabled toilet in the main Reception area.
- Classrooms are reassigned if the medical needs of pupils determine the need.

### Who do I speak to about my child's need?

- If you have concerns about your child, you should make an appointment to meet with their class teacher.
- If concerns continue, the class teacher will arrange for you to meet with Mrs Liuhka, the school's SENDCO. She will follow up your concerns and make sure your views are taken into account.
- The school also has a designated Special Educational Needs and Disabilities Governor who regularly liaises with the school's SENDCO. This is currently Mrs Carol Lawler.



For further information regarding SEND please refer to the school's SEND policy and the school's "Guidance for parents of children with SEND".

We hope you have found this information helpful. If you have further questions please do not hesitate to contact us.