



ST. PAUL'S C of E PRIMARY SCHOOL

Special Educational Needs and Disabilities School Offer

This document is provided with the aim of providing parents with the information they need in order to understand how their child's needs are being met both by our school and the Local Authority. St. Paul's CE Primary School aims to be as inclusive as possible with the needs of all pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are:

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health Difficulties
Sensory and Physical Needs

Staff who oversee SEND in our school:

Head Teacher:	Mr C. M. Thornton
SENDCo:	Mrs A. Grant
Inclusion Manager:	Mrs C. Allen
Attendance Officer:	Mrs L. Knight
Learning Mentor:	Mrs M. Lomax
SENDCo Governor:	Mrs J. Bassett

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At St. Paul's C of E Primary School, children are identified as having SEND through a variety of ways including the following:-

- Liaison with health visitor, previous nursery and previous school..
- Concerns raised by parents or carers.
- Concerns raised by teachers, for example a pupil may have significantly greater difficulty in learning than their peers or their behaviour or self-esteem is affecting their performance.
- Liaison with external agencies i.e. physiotherapist, Speech and Language therapists.
- Health diagnosis through a pediatrician.

2. HOW WILL I RAISE CONCERNS IF I NEED TO

- Talk to us – firstly contact your child's class teacher, SENDCo (Special Education Needs and Disability Coordinator), Inclusion Manager or Head teacher.

- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

3. HOW WILL SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- The Student and Family Support (SAFS) team will oversee the support of SEND pupils.
- Our SENDCo and Inclusion Manager will oversee all support and progress of any child requiring additional support across the school.

4. WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parents' consultation evening) to discuss your child's needs, support.
- The SENDCo and Inclusion manager will liaise with class teachers and will be available to discuss additional support for your child.

5. HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENDCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors (Mrs Bassett) is responsible for SEND and meets regularly with Mrs Grant the SENDCo and Mrs Allen (Inclusion Manager). They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

6. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS? WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

7. HOW WILL I KNOW HOW WELL MY CHILD IS DOING AND WHO WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING? WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy with flexible opening times where you are welcome to make an appointment to meet with either the class teacher, SENDCo or Inclusion Manager and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- In Key Stage Two we operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEND register they will have an Individual Education Plan (IEP) which will have personalised targets. These plans are discussed on a termly basis and parents are given a copy of the IEP. The targets set on IEPs are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have a Statement of SEN or an Education, Health and Care Plan (EHCP) which means that an annual meeting will take place to discuss your child's progress and a report will be written. All children currently with a statement will have transferred to an Education Health & Care Plan by 1st April 2018.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING

- As a school we measure children's progress in learning against the Foundation Stage curriculum and the National Curriculum and age related expectations. We use Development Matters and STAT Sheffield systems to track progress.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress on entry through to Year 6, using a variety of different methods including National Curriculum expectations, reading and spelling ages, Speech and Language Assessments and the Early Years Foundation Stage curriculum age related expectations.
- Children who are not making expected progress are picked up through termly Pupil Progress Meetings with the class teacher, English and mathematics subject leaders and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the IEP is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Looked After Children have their own Personal Education Plan and these are reviewed and updated each term. Our SENDCo is also a designated teacher (Alison Grant) for Looked After Children.

9. WHAT SUPPORT WILL MY CHILD RECEIVE IF THEY HAVE SPECIAL EDUCATIONAL NEEDS?

- Not all children with SEND will need additional support outside the classroom. Their needs may be met by their class teacher or teaching assistant. However as a school we do offer the following additional support if the class teacher or SEND team feel it is necessary.

Nurture Group (Shining Stars)

Anxiety Group

Social Use of Language Program

Speech and Language

Maths and Literacy Interventions

Counseling

10.WHAT SUPPORT WILL THERE BE FOR MY CHILD’S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child’s well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parent’s first point of contact. If further support is required the class teacher liaises with the Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Children’s Services, and/or the Early Intervention Support (EIS) Team.
- The school also employs a Pupil Mentor, Learning Mentor, Parent Support Advisor (PSA) and RELATE counsellor, who work under the direction of the SENDCo, Head teacher and Inclusion Manager, with identified children and parents during the school day either on the school site or in homes.

11.HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES

- The school has a policy regarding the administration and managing of medicines on the school site. (Available on the School website)
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Head Teacher or Assistant Head Teachers, generally oversees the administration of any medicines.
- As a staff we have training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations. A number of our staff, both teaching and non-teaching are also Pediatric First Aid trained.

12.WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. (See separate Behaviour Policy, available on the school website)
- If a child has high level social or emotional needs a Behaviour Action Plan (BAP) and a Personal Handling Plan may be written alongside the child and parents/ carers to identify the specific issues, put relevant support in place and set targets. This is then reviewed after a set period to identify progress and the next steps in the process.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection sheet. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by our Attendance Officer. Lateness and absence are recorded and reported to the Head teacher and meetings take place each week to review this. Support is given and good attendance is actively encouraged with rewards throughout the school to maximise children’s learning opportunities in school.

13.HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- At St. Paul's C of E Primary School we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have IEPs (Individual Education Plans) have opportunities to discuss and set specific targets with their class teacher.
- If your child has a Behaviour Action Plan (BAP) or Statement of SEN / Education, Health and Care Plan their views will be sought before and/or during any review meetings.
- Children are expected to attend the Parent Consultations and share their views on progress.
- Children with Statements or EHCP's contribute to the annual reviews.

14.WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Educational Psychologists (EPs), Early Intervention Service (EIS) and Integrated Disability Service (IDS) Health teams including – GPs, Warwickshire School Health and Well-being Service, clinical psychologist, pediatricians, speech & language therapists; occupational therapists and physiotherapists, visual and hearing impairment teams and Social Care teams.

15.WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- Attachment, Autism Spectrum Disorder, Sensory Disorders, Hydrocephalus Awareness, Medical e.g. Allergic reactions, Epilepsy and Diabetes.
- We have over 30 members of staff 'Team Teach' trained to support children with emotional, social and mental health needs.
- All of our TAs have received training in delivering reading and spelling / phonics programs.
- Makaton training for all Foundation and Year 1 staff.
- A significant number of TAs have undergone speech and language support training
- Two members of staff have received training in supporting pupils with emotional, social and mental health difficulties and three members of staff have nurture group qualifications.
- SENDCo has the required National Qualification.

16.HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and residential visits. We will provide the necessary support to ensure that this is successful.
- 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 which will cover the same curriculum areas will be provided in school.

17.HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair friendly with an accessible toilet with shower and 'electronic changing bed' large enough to accommodate changing. The school is all on one level with ramps at specified fire exits.
- We liaise with Ethnic Minority and Traveler Achievement Service (EMTAS) who assist us in supporting our families with English as an additional language.

18.HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting when they will meet the head teacher and/or class teacher and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We may also visit them in their current school or nursery and speak with current teachers to aid the transition process.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Our local secondary schools all offer transition days which allow children time at their chosen school. They run a program specifically tailored to aid transition for the more vulnerable pupils and for some children we will provide a specifically tailored approach to their transition with support and advice from the local secondary school and/or outside agencies such as Integrated Disability Service (IDS).
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement of SEN or Education, Health and Care Plan an annual review will be used as a transition meeting during which we will invite staff from both schools to attend.

19.HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?

- We ensure that all children who have Special Educational Needs 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 SEN budget and Pupil Premium budget to deliver programs designed to meet groups and individual 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 TA.
- We use a range of interventions to support English, Maths and Phonics. These include Numicon, Bearing Away, Dancing Bears, Apples and Pears and Precision Teaching.

20.HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENDCo/Inclusion Manager will discuss the child's needs and what support would be appropriate. Advice and recommendations from outside agencies may be sought to provide programs of work or alternative strategies to support your child.

- Different children will require different levels of support in order to close the gap to achieve age expected levels.
- This will be through on-going discussions with parents.
- Children will not be placed on the SEND register without parent's permission

21. HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on their IEPs and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up with their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made appropriate progress.

22. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet the SENDCo or the Inclusion Manager.
- Look at the SEN policy on our website
- Contact our Parent Support Advisor by telephoning the school office
- Contact SENDIAS (formerly the Parent Partnership) on 024 7636 6054 www.continyou.org.uk/pps
- Core Assets (Independent Support Service) tel. 0800 028 8455 or www.coreassets.co/what-we-do/independent-support-service
- Children who find transition between year groups are supported at the end of the year by visiting the classroom, completing transition topics and having pictures of their new class and new teacher to take home with them in the holidays.

24. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school office to arrange to meet the Head teacher or Special Needs and Disability Manager, who would willingly discuss how the school could meet your child's needs.

25. WHAT SHOULD I DO IF I HAVE A COMPLAINT?

- As a school we like take complaints very seriously and like to deal with any concerns as soon as possible.
- If you have a concern please talk to the class teacher
- If you are still not satisfied then arrange an appointment with a senior member of staff then the Head Teacher
- If the complaint is not resolved then please follow the procedures outlined in the school **Complaints Policy** which can be found on the school website and contact the Chair of Governors (Mr. Colin Dayman)

On receipt of the complaint from the Chair of Governors (or other governor) will:

- Clarify the nature of the complaint and what remains unresolved;
- Meet with the complainant or contact them (if unsure or further information is necessary);
- Clarify what the complainant feels would put things right.

At this point the chair of governors will decide whether the complaint should go straight to the governors' complaints panel or whether a mediation stage should be offered. Mediation can only proceed if the complainant and the Head Teacher are willing for it to be tried. If mediation is not successful, the complaint will be considered by the governors' complaints panel.

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