

St. Paul's C. of E. School and Nursery

SEND Information Report

At St.Paul's School we celebrate the fact that every child is different with their own strengths and needs. Additional support is individualised by the staff involved when needed, working alongside the child, the child's family and, where necessary, outside agencies (e.g. Speech and Language Therapist).

The SENCO at our school is Mrs Sileck-Ainsley.

The School Governor with responsibility for SEND is Mrs J Whitehead.

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3. How we adapt the curriculum so that we meet additional educational needs including Resourced Provision.
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1. How we identify individual additional learning needs.

- ❖ When pupils have identified SEND before they begin their education at St. Paul's, we work with the people who already know the children and use the information already available to identify how their needs will be met in our school setting.
- ❖ If we are informed that a child has an additional educational need we will discuss this with parents/carers and any relevant outside agencies and previous educational settings and investigate the strategies suggested. We will share what we discover about the child with parents and carers and agree what we will do next and what can be done by others to help the child.
- ❖ An ongoing system of monitoring and assessment exists in school. If our staff feel that a child is making less than expected progress given their age and individual circumstances we will gather as much information as possible through observing them, talking to them, looking at learning evidence produced and using any information from formative and summative assessments and any diagnostic assessments. Again we will share what is discovered with parents and carers and agree with what we will do next and what parents and carers can do to help their child.
- ❖ For some children carefully differentiated provision made by the class teacher is all that is required to help to close the attainment gap between the child and their peers. However, if the child's needs persist despite quality first teaching differentiated accordingly for an agreed period of time, then provision which is different from or additional to that normally available to pupils of the same age may be required. The child would then be considered to have a special educational need.
- ❖ For a child with SEND there will be assessments made to identify any specific difficulty which may be causing the barrier to learning and progress. If this is the case the child's teacher and the SENCO of the school will speak
- ❖ If a parent/carer feels their child may have an additional SEN requirement, they should contact their child's teacher as soon as possible highlighting their concerns.

2. How we involve pupils and their parents/carers in identifying Additional Educational Needs (AEN) and planning to meet them

- ❖ At St. Paul's we invite parents/carers to communicate with the class teacher and/or SENCO where additional support may be required.
- ❖ There are termly opportunities for all parents to review their child's progress at Parents Consultation Evenings or Afternoons. In Upper Key Stage 2 the children take part in these meetings.
- ❖ For pupils with additional needs the class teacher and/or SENCO will arrange an additional appointment to have a 'structured conversation' in the form of a Personal Centred Review, to share information, review progress and discuss new targets and or actions to be taken with SMART targets (Specific, Measurable, Achievable, Relevant and Time imited) to be reviewed at an agreed date. For some children a more detailed Personal Education Plan may be used identifying specific interventions and provision depending upon the specific need by the individual child.
- ❖ Pupils views will be sought in a sensitive manner appropriate to their age at all stages of their learning.
- ❖ Class teachers and Support staff will engage with pupils at recreation times to identify personal, social and emotional well-being are a priority within our provision.

3. How we adapt the curriculum so that we meet additional educational needs.

- ❖ Learning is differentiated by the class teacher to make it appropriately engaging and/or more challenging to suit children's levels of ability.
- ❖ Targets are set by staff to suit the needs of all children
- ❖ Specific schemes/materials/strategies are used to support pupils with additional educational needs. Some examples of these are: Power of Two Maths, Toe by Toe reading, Numicon Maths, Lego Therapy, Time to Talk, Social Stories, Comic Strip Therapy, Narrative therapy, Beat Dyslexia, No Nonsense Phonics and individualized programmes for motor skills, social games and weight bearing activities.
- ❖ Additional support may be given by Teaching Assistants working either alongside the children within the classroom setting or outside the classroom in a quieter environment with individual children or small groups of children requiring more specific intervention.
- ❖ St Paul's is the host school for Oldham's Resource Provision for children with social communication difficulties and autism. Although places in this provision are limited and allocated at the discretion of the Local Authority, the expertise for these difficulties is available to support staff and children across the school.

4. How we modify teaching approaches and train staff.

- ❖ St. Paul's has a rolling programme of continuous professional development which identifies specific and whole school developmental needs.
 - ❖ Ongoing training is provided for staff to help them to understand and provide for children who may have a particular area of need
 - e.g. dyslexia friendly schools
 - Autism awareness
 - Speech, Communication and Language need through Elklan in the Early years and Resource Unit
 - Emotional and social and mental health need.
 - Coaching
 - Paws.b
 - Specific medical conditions
- Through ongoing research and training we seek to develop whole class approaches which benefit all, but are particularly suited to those with additional educational needs e.g. the use of multisensory methods, text mapping, Building Learning Power etc.
- ❖ Staff have taken part in the Autism Level 1 Training.
 - ❖ Staff have been trained in 'Team Teach' to support children to meet the behavioural expectations of the school.
 - ❖ Staff also attend training relevant to children they work with directly e.g. Signalong, Speech and Language courses, Social stories and narrative therapies

5. How we assess pupil progress towards the outcomes we have agreed. How we review this progress, involving pupils and parents/carers.

- ❖ Class teachers check how well a pupil understands and makes progress in each lesson.
- ❖ We use staff meetings to get all teachers to assess an anonymous piece of work to check our judgements are correct (moderating)
- ❖ We use PIVATS to assess progress that is in smaller steps and at a slower pace than the usual national curriculum.
- ❖ Termly assessments are in place throughout school. Our senior leadership team check the progress of pupils every term using our school tracking system. We discuss what we are doing to make sure all pupils make good progress and identify anyone not making expected progress.
- ❖ We can also assess children's social and emotional needs through using an assessment tool such as the Boxall profile.
- ❖ For pupils with additional needs teachers discuss progress with parents every term or more often if we believe this will help.
- ❖ Pupils will be involved in reviewing their progress towards targets set. They will be provided with feedback about their progress.

6. Equipment or resources we use to provide extra support.

- ❖ Human Resources will involve additional support from teachers and Learning Support Assistants and more specific support from an assigned LSA who engages with specific strategies assigned to support specific learning needs.
- ❖ Additional needs can range from support needed with literacy and numeracy skills to support for emotional, social and mental health needs motor skills and sensory needs.
- ❖ We use things such as visual timetables, pencil grips, different computer software, IPAD apps, reward charts, time out areas, structured physical and mental breaks, sensory resources eg ear defenders, sloping boards and cushions, large inflatable physical workout resources, personalised work station etc. to support children.
- ❖ Support from LSA's to meet and greet in the mornings, to work on emotional understanding, developing social skills and provide relaxing breakfast times etc, are also be made available if agreed to be needed.
- ❖ Additional equipment may be recommended by outside agencies and we support children in using these.
- ❖ Within school resources are allocated on a needs led basis within the confines of our available budget. For some children additional individual funding may be required. (See Section 11)

7. What extra support we bring in to help us meet additional needs: Specialist services, external expertise and how we work together collaboratively.

- ❖ We buy into a package of support provided by the Local Authority specialist teachers (QEST) and ACNS team to help children to access the curriculum and to provide training and advice for staff on SEND related needs.(e.g. Autism, Hearing Impairment, Visual Impairment, Behavioural Related Needs, Speech and Communication –SALT and Dyslexia)
- ❖ We receive advice about children from Speech and Language Therapists, Occupational Therapists, Physiotherapists. These specialists are welcome to observe children in school and invited to attend review meetings when relevant.
- ❖ We also buy into support from the Local Authority school Educational Psychology Service which also involves Associate Educational Psychologists.
- ❖ Referrals can also be made to the school nurse, Healthy Young Minds (originally Reflections) and the Child Adolescent Metal Health Service.
- ❖ Together with the pupil and the parent we review the pupil's progress using a four part cycle. We begin by making **assessments**, **plan** what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we

will work together and what we will each **do**; agree a date to **review** how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded and shared with all involved.

- ❖ The support provided and the involvement of other agencies is done through a graduated process, being increased along with the level of need and reduced as needed. It should be remembered that whilst some children will have long term needs, for others their needs may be short term.

8. How accessible is the school environment?

- ❖ The school site is wheelchair accessible with two pupil disabled toilets and one adult disabled toilet.
- ❖ We have a motorized bed in a separate first aid room to accommodate the changing of children who require this provision.

9. Extra-curricular activities available to pupils with additional needs.

- ❖ All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support needed.
- ❖ A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the 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.
- ❖ The current year 6 residential trip caters completely for fully abled and disabled pupils.

10. How we support pupils in their transition into our school and when they leave us.

- ❖ We liaise closely with staff from previous settings and with staff from receiving settings to ensure that all relevant information and paperwork about the needs of the child and successful strategies etc. are shared. An Individual Management Plan is developed whilst children are with us, detailing what does/doesn't work for each child and this will be shared. Parents are asked to contribute to this.
- ❖ Additional visits are arranged both to our setting and to receiving Secondary schools. The TA from our school who has been supporting a child may accompany them on any additional visits. Transition booklets are made when appropriate.
- ❖ This year we are setting up a very detailed transition programme with secondary schools at which the majority of our pupils will attend who

are particularly vulnerable at transition. This will be aimed at linking with other primary schools to extend the socialization process and encourage pupils to form new links prior to starting their secondary school.

11. How additional funding works.

- ❖ Schools receive funding for all pupils including those with SEND and they meet pupil's needs from this.
- ❖ If the cost of meeting an individual pupil's needs is more than ten thousand pounds per year. The local authority may contribute to the cost. This will have to be assessed through the Local Authority moderating panel. Schools must then provide any additional funding required to support the child.
- ❖ If additional funding is allocated, parents will be involved in deciding how this is used. This information will be shared with parents/carers if they are eligible for a personal budget. This must be used to fund the agreed plan.

12. Where parents/carers can get extra support.

- ❖ There are a number of parent support groups. Information can be found at the following link:
http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities
- ❖ Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children and young people with special educational needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.
(<http://www.pointoldham.co.uk>)
- ❖ The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit <http://www.oldham.gov.uk/pps/info/12/abouttheservice> for more information.

13. What to do if you are not satisfied with a decision or what is happening.

- ❖ Your first point of contact is always the person responsible – this may be the class teacher, the SENCo or the Head Teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head Teacher. The next step would be to contact the SEND Governor. Formal complaints should be made to the Chair of Governors using the procedures outlined in the School Complaint Policy.

14. The Local Offer

This SEND Information Report forms part of the Local Authorities Local Offer

As part of the Code of Practice, local authorities must publish a Local Offer setting out in one place information about provision they expect to be available across education, health and social care for children and young people who have Sen or are disabled.

Follow the link to see the Oldham Council Local Offer.

www.oldham.gov.uk/info/200368/children_with_disabilities

POINT (Parents of Oldham in Touch)

POINT is Oldham's established Parent Forum for parents and carers of children and young people aged 0-25 with additional needs, who live in or access services in Oldham. Their website is packed with information to support children or young people.

www.pointoldham.co.uk

15. Contacts

Pease contact any of the following personnel through the school office:

Tel: 0161 624 9019

Email: info@stpauls.oldham.sch.uk

Head Teacher: Mrs. H J Henderson

Deputy Head Teacher: Mrs H Green

SENCO: Mrs M. Sileck-Ainsley

SEN Governor: Mrs J Whitehead