



Building each other up – with God as our firm foundation

St Paul's Church of England Primary School **S.E.N Information Report September 2020**

1) Assessment, Targets & Review.

Details of how children's special educational needs are identified at St Paul's.

Details of how parents and carers are informed that their child has special educational needs, including how St Paul's communicates with parents and carers in particular parents and carers whose first language is not English.

Details of how children's special educational needs are

All children starting our Nursery and Reception will receive a home visit whereby information from parents/carers can be shared regarding their child's needs and education.

All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Pupils whose language is not English will have a first language assessment once settled in school.

Children who join us from other schools are supported using information obtained from previous school. We then use this information to ensure they are placed in appropriate groups.

If assessments show that a child may have a learning difficulty parents/carers are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required their child will be placed on the Special Educational Needs (SEN) register and extra provision is provided.

If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them. School can provide a translator for Polish speaking families.

We have Termly Parents Evening meetings with the class teacher and an 'Open-door' policy with the class teacher/SENCo and Teaching Assistants. Furthermore, parents receive an annual report, detailing their child's progress.

<p>assessed at St Paul's.</p> <p>Details of how progress is measured and evaluated.</p>	<p>All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses.</p> <p>From Years 1 to 6 all pupils are assessed in reading, writing, speaking and listening, mathematics and science on a termly basis. This is an on-going process which has been updated to accommodate new age-related guidelines in Maths and English to indicate the achievement of pupils in lessons. If a pupil is not making expected progress or staying at the same level for some time extra support will be provided through intervention sessions.</p> <p>In Year one a formal assessment of pupil's phonic ability is made and any pupils not achieving expected levels are re-tested in Year 2. In addition, SEN children are assessed against their Individual targets. Targets are reviewed and set on a termly or half termly basis and break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All identified SEN children receive support for their areas of need. This may be individual support or in a small group.</p> <p>All interventions are entered on a provision mapping system and the impact is reviewed termly according to: 0 – no impact; 1 expected impact; 2 above expected impact.</p>
<p>Details of how children's special educational needs are monitored and reviewed at St Paul's.</p>	<p>School records all interventions on a provision mapping system. Each class teacher, with the support of the school SENCo, are experienced at setting, delivering and assessing SEN targets. Teachers have responsibility for the teaching of pupils with SEN in their class. Each class has an experienced TA who consults regularly with the class teacher on the teaching of SEN children. All members of staff in each class work together to set and review targets.</p>

<p>Details of how often monitoring and reviews take place.</p>	<p>When a child can achieve its target independently on a number of occasions a new target is set. Evaluations of targets are completed on a termly or half termly basis and are shared with parents/carers at parent's evenings or at SEN review meetings.</p>
<p>Details of how children's needs are provided for at St Paul's (level of impact / of support)</p>	<p>The children's specific areas of need are supported through interventions e.g. small group withdrawal sessions with a particular emphasis on developing reading, writing and numeracy skills. School provides ELKAN assessments and sets speech and language targets. Other interventions include, Cool Kids, Relax Kids, Thrive (Nurturing Programme), Engaging Eyes, Precision Teaching, Lexia and Keep Up classes for English and Maths. It is also a policy of the school to set some interventions according to stage not age, whereby children work within a group that might also consist of children from different stages. This will be under review in the light of Covid-19 guidance.</p> <p>Targets are set prior to intervention and progress and achievement is monitored throughout.</p> <p>All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map'.</p>
<p>Details of how parents/carers can be involved and how they can support their child.</p>	<p>Parents/carers are informed of interventions their child is receiving at parent's evenings or review meetings. At these meetings the teacher will outline strategies to support their child and will give suggestions of extra activities they can do at home.</p> <p>Homework is set on a weekly basis for English and Maths and is specific to the pupil's ability. Reading books are sent home regularly and parents/carers are encouraged to make comments about their child.</p> <p>Workshops are held to address identified needs in English, Maths and ICT. These are delivered to parents of particular key stages rather than whole school so content is relevant to the age of the parents/carers child.</p>

<p>Details of training opportunities/learning events provided by the school for parents/carers.</p> <p>Details of how parents and carers/ children can raise any general concerns they may have.</p>	<p>Class teachers are available to parents/carers on a daily basis, both at the end and the start of the school day. Appointments for further discussion will be made if needed.</p> <p>Parents/carers evenings are held on a termly basis.</p> <p>Informal meetings take place on a termly basis to discuss targets, reviews and additional support.</p> <p>Informal meetings are called for parents/carers of pupils with SEN to update on any changes in provision, to discuss strategies and activities to support their child at home.</p>
<p>Names, roles, telephone numbers of key contacts at St Paul's School [SENCo].</p>	<p>All staff can be contacted on the school number: 01902 558621 SENCO: Mrs S Lalli</p>

2) Curriculum Access

<p>Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.</p>	<p>For information regarding the curriculum please visit the school website. In addition, monthly newsletters are sent out to parents/carers from the head teacher informing them of curriculum topics and news to support learning at home. Educational visits or visitors to school are planned to further support and enhance teaching and learning. Parents/carers are encouraged to make voluntary donations to fund these events. Lessons are differentiated to ensure all pupils are able to access teaching and learning. In addition to differentiation, teaching assistants within classes support pupils' access to lessons.</p>
<p>Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups.</p>	<p>A copy of the Curriculum Policy is available on the school website. Some English and Maths lessons are taught in ability groups across the school and enable staff to direct their teaching to a specific level and need. All other areas of the curriculum are taught within the year group and differentiated appropriately.</p>

Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carer Governor, Link Governor.

SEN Governor: Abigail Ratcliffe

Details of staff expertise and professional development/training of staff at St Paul's.

SENCO keeps updated on a regular basis through Network meetings and training. This information is then shared and delivered as required to staff during staff meetings.

All new members of staff receive in-house training with regards to SEN Policy and procedures.

ELKLAN: Miss Rachel Whittaker, Miss Lucy Baker, Mrs Leanne Morgan, Miss Amy Jones, Mrs Saveena Lalli

Talking Partners: Mrs Fran Richards & Miss Rachel Whittaker

Diabetic Trained: Mrs Fran Richards, Miss Rachel Whittaker, Miss Lucy Baker, Mr Matt Eddies, Miss Teresa Hodgetts, Mrs Nicola Wadelin.

Precision Teaching: Mrs M Poulson, Miss Sharan McTeigue & Ms Teresa Hodgetts

Rainbow Arc: Miss Sharan McTeigue

Pathological Demand Avoidance: Mrs Katherine Godwin & Miss Lucy Baker

Dyslexia: Mrs Nicola Wadelin + Whole school training via staff meetings

Dyspraxia: Mrs M Poulson

Cool Kids: Mrs Leanne Scragg, Mrs Nicola Wadelin, Miss Lucy Baker

Thrive: Mrs K Turray

Friends For Life: Miss Teresa Hodgetts

	<p><u>Numicon:</u> Miss Rachel Whittaker</p> <p><u>Numbers Count:</u> Mrs Michelle Poulson</p> <p><u>Forest Schools:</u> Miss Rachel Whittaker</p>
<p>Details of the types of special educational needs for which provision is made at St Paul's.</p>	<p>Provisions are made for all children requiring special education regardless of their needs in order for them to access the full curriculum. These include mild/moderate learning difficulties, social, emotional and mental health, hearing impairment, visual impairment, speech and language, physical and medical disabilities dyslexia and dyspraxia.</p>

3) Grouping and Pastoral Care

<p>Details of the school pastoral support system at St Paul's.</p> <p>Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<p>Class teachers are responsible for the pastoral care of their pupils. The school's Christian ethos permeates all that we say and do. Rainbow Values are understood and practised by the children and are explored in daily worship times and in times of reflection. They are the basis of pastoral support in terms of harmony, honesty, forgiveness and justice. Children and their families are supported in times of need eg bereavement and through the Covid-19 situation. . They will raise any concerns with the SENCO or the Head Teacher who will then make appropriate referrals or organise appropriate support. In addition to support given by staff, we encourage peer support, e.g. play leaders.</p> <p>Extra-curricular activities are available, such as Hockey Club, Games club, Running Club, Tag Rugby (supports social development), Maths club (fun activities to develop maths skills).The children in Key Stage 2</p>
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	also have the opportunity to meet with a Peer Mediators.
<p>Details of how parents and carers/ children raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for children to have a voice at St Paul's.</p>	<p>Class teachers are available to meet parents/carers on a daily basis, for brief discussion at the start or end of the school day. Appointments for further discussion will be made if needed.</p> <p>School questionnaires are given to parents at the start of each new academic year and results are published in the school newsletter.</p> <p>Each year group in key stage 2 select members to represent them on the School Council. This is an inclusive council and the voice of the SEN pupil is important. Meetings take place regularly.</p> <p>All SEN profile children are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support.</p> <p>During the year each class presents 3 different assemblies to the rest of the school and to their parents/carers – developing their self-confidence and presentation skills. There is also an Achievement Assembly each week where exemplary work and achievements are celebrated.</p>
<p>Details of the strategies available to support regular attendance, including what support is available at St Paul's.</p>	<p>Arrangements in school for parents/carers to notify of child's absence. Any concerns over specific pupils non-attendance is followed up on day of absence. All absences without a reason are followed up by telephone, letter or text. As a result all authorised/unauthorised absences are identified. Regular meetings held with EWO and school secretary responsible for attendance to discuss pupil attendance that falls below 85%. As a result actions to address poor attendance are discussed and agreed. Identified persistent poor attenders are closely monitored. If necessary contracts are put in place with support made available.</p> <p>Recognition is given in weekly assemblies to classes with the best attendance for the week within Reception/KS1 and KS2. Class Attendance Cup is awarded half termly.</p> <p>Medals are awarded to all pupils at the end of the year with 100% attendance or very high attendance.</p>

<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<p>A copy of the Schools Behaviour and Discipline Policy is available on the school website.</p> <p>The school can pay for BAMHS (Behaviour and Mental Health Support) for those pupils causing serious concerns.</p> <p>School rewards and consequences are directed consistently by all staff. Each class draws up a set of rules at the start of the academic year. Children displaying good behaviour can be identified by school staff for praise in Achievement Assembly.</p> <p>School has a school counsellor in place to support behaviour and emotional issues.</p> <p>Much emphasis is placed upon positive behaviour management and teachers set individual targets, if needed, to acknowledge and reward good behaviour.</p> <p>Teachers' marking is positive, celebratory and encouraging, identifying children's achievements within their books. Stars and house points are awarded across the school.</p>
<p>Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.</p>	<p>The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required.</p> <p>Educational visits or visitors to school are organised termly to support and enhance pupils' learning - linked with the year group topics. All pupils are encouraged to attend and additional support is organised if needed.</p> <p>Pupils with SEN have full access to the after school clubs on offer.</p> <p>See also Equal Opportunities Policy.</p>
<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school</p>	<p>Transition meetings are held in the Autumn Term of year 6 to inform parents/carers of Secondary School Provision. Pupils with an Educational Health Care Plan (or Statement) will discuss the options available regarding Secondary School at their Annual review which is held during the Summer term of year 5.</p>

	<p>Visits to prospective new schools are arranged with the Year 6 staff.</p> <p>Transition meetings are held for parents of children moving from Nursery to Reception. These take place at the end of the academic year in preparation for the new challenges the children will face in their new class.</p>
<p>Details of medical and personal care procedures at St Paul's.</p>	<p>Training is delivered with regards to asthma, diabetes, epi-pen, epilepsy and any other medical needs related to the pupils in the school. This is provided by the School Nurse each academic year.</p> <p>All support staff including dinner time supervision staff have received first aid training. Pupils requirements with regards to medical care are kept in a first aid box in a secure place in each classroom so that it is accessible when needed. In Reception and KS1 inhalers are kept in the classroom and when needed are administered under supervision. In KS2 inhalers are available within the classroom and the children are encouraged to become more independent when using them. An emergency inhaler is available in school. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Pupils with long term medical needs have an identified member of staff allocated to be responsible for their care. Any medication given is recorded.</p>

4) Equipment & Resources

<p>Details of the specialist staff working within St Paul's.</p>	<p>The school employs six teaching assistants to support all pupils, but part of their time is spent specifically answering the needs of SEN children particularly those with a statement or Educational Health Care Plan.</p> <p><u>ELKLAN</u>: Miss Amy Jones, Miss Rachel Whittaker, Miss Lucy Baker,</p>
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	<p><u>Talking Partners</u>: Mrs Fran Richards & Miss Rachel Whittaker</p> <p><u>Diabetic Trained</u>: Mrs Fran Richards, Miss Rachel Whittaker, Miss Lucy Baker, Miss Teresa Hodgetts, Mrs Nicola Wadelin.</p> <p><u>Precision Teaching</u>: Miss Sharan McTeigue & Ms Teresa Hodgetts</p> <p><u>Rainbow Arc</u>: Miss Sharan McTeigue</p> <p><u>Pathological Demand Avoidance</u>: Miss Lucy Baker</p> <p><u>Dyslexia</u>: Mrs Nicola Wadelin + Whole school training via staff meetings</p> <p><u>Cool Kids</u>: Mrs Nicola Wadelin, Miss Lucy Baker</p> <p><u>Friends For Life</u>: Miss Teresa Hodgetts</p> <p><u>Thrive</u>: Mrs K Turray</p> <p><u>Numicon</u>: Miss Rachel Whittaker</p> <p><u>Forest Schools</u>: Miss Rachel Whittaker</p> <p>All the above mentioned staff have received specific training and attended relevant courses. Other specialist staff are organised through outside agencies.</p>
<p>What services the school accesses, including other educational establishments, health and social care services.</p> <p>What links does the school have with Voluntary organisations, including support services for parents and carers.</p>	<p>Speech and Language Therapy Service Early Years Team Occupational Therapy Gem Centre Broadmeadow – Outreach Visual Impairment Team Hearing Impairment Team Mast 6 Team Educational Psychologist: Mast 6</p>

	<p>Area SENCO: Louise Phillips Family Support Workers EWO School Nurse Parents are encouraged to contact the Parent Partnership Service located at the Gem Centre if needed.</p>
Details of the schools access arrangements.	See Disability Accessibility Scheme.
Details of how the schools SEN budget is allocated.	<p>TAs for SEN support To pay for support from the following : Educational Psychologist (Top up funding) BAMHS (top up) Resources Education Health Care Plans [Statemented] pupils top up funding.</p>
Details of travel arrangements to and from school.	NA