

St Paul's Church of England Primary School SEND Information Report

Last updated: September 2018

1. The kinds of special educational needs (SEND) that are provided for:

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). We cater for pupils with a wide range of needs, including those who have special educational needs or a disability, those who speak English as an additional language and those who are gifted or talented. We acknowledge that not all children with disabilities necessarily have special educational needs but ensure that children with disabilities are able to participate as fully as possible in all areas of school life; making reasonable adjustments to our practices so as to comply with the Equality Act (2010). We firmly believe that every child matters and we aim to identify and address children's needs as early as possible and support their development in the most appropriate way; celebrating effort as much as achievement.

2. Policies for identifying children with SEND and assessing their needs

Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND. At our school we take the definition for SEND and for disability from the SEND Code of Practice (2015). This states that:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'

Some of our children are identified as having SEND or a disability prior to joining St Paul's. We liaise closely with any feeder schools and nurseries sending children with known special needs. Other children are identified as having SEND during their time at St Paul's. When considering whether a pupil has SEND, the 2015 Code of Practice advises that a pupil may be identified as having a SEND if despite receiving quality first teaching and additional support, he or she makes less than expected progress. Less than expected progress can be characterised by progress which:

- Is significantly slower than that of peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the gap between the child and peers
- Widens the attainment gap

The progress of all pupils is monitored informally on a continual basis and formally every half term at pupil progress meetings. Progress is measured in all areas of learning and development, including academic and social and emotional aspects. Where a pupil has made less than expected progress despite receiving high quality teaching and additional support, he or she may be identified as having a special educational need.

Parents are encouraged to talk to their child's class teacher or the SENCo/Inclusion Leader if they have a concern about their child's educational needs or progress. Our SENCo is Ms Claire Blackmore and she can be contacted by telephone 01932 848528 ext 210 or by email senco@st-pauls-addlestone.surrey.sch.uk.

3. Arrangements for consulting parents of children with SEND and involving them in their child's education

- Parents are always informed if school consider that their child has an additional need and parents are involved in the planning to meet the need. We often recommend initially that eyesight and hearing are checked to discount these aspects as possible underlying causes of learning issues. School will also carry out assessments to identify areas of need and may, with parental consent, commission the services of outside agencies to carry out specialist assessments.
- Initial concerns about a child's progress are usually discussed between parents/carers and a child's class teacher. A plan of action should be agreed upon and this will then be reviewed with the parent. If progress is still a concern, advice will be sought from the school's SENCo/Inclusion Leader and a decision will be made about whether to place the child on the SEND register. Parents will continue to be involved in planning, assessing and reviewing their child's progress at regular intervals.
- If outside agencies are involved, parents/carers will be invited to consultation meetings with these specialists and parents/carers are provided with reports from these meetings.
- The progress of children holding a Statement of SEND or an EHCP is discussed at their annual review. At Year 5 annual reviews, transition to secondary school is considered with discussion involving parents and the Local Authority. At Year 6 annual reviews, the SENCo of the receiving secondary school is usually invited to attend.
- During the school year, there are two Parents Evenings, where there is the opportunity to discuss progress with both class teachers and the SENCo/Inclusion Leader. There is also an annual report which is sent to parents at the end of the school year, with the opportunity to discuss this further with relevant staff members.
- We exercise an 'open door' policy, whereby the SENCo/Inclusion Leader is easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN. We particularly welcome information from parents about how their child learns best, in order that it can be shared with those people who teach the child.

4. Arrangements for consulting children with SEND and involving them in their education

Children's self-evaluation is actively encouraged throughout the school. Specific targets and additional provision are discussed where appropriate and with them and children are supported where necessary to think of areas for development and how best to develop in these areas. All children complete a 'one page profile' which they review annually. This outlines what is important to them, how they learn and how best to support them. These are used by all teachers to ensure that individual needs are met. Where children have statements or EHCPs they are involved in assessing how they are developing against the specified outcomes and may, where appropriate, be invited to attend review meetings.

5. Arrangements for assessing and reviewing child's progress towards outcomes

Our arrangements for assessing and reviewing the progress of pupils with SEND include:

- Professional dialogue between teaching, support staff and parents/carers.
- A cycle of consultation meetings throughout the year, based on the *assess-plan-do-review* model
- Half-termly tracking of pupil attainments and progress against end of year and end of key stage targets
- Termly tracking of pupil progress against individual targets for specific interventions set out in our Whole School Provision Map
- Annual Reviews of progress, with parents/carers and relevant professionals, for pupils with an Education Health and Care Plans (EHCPs) or Statements
- Meetings with external agencies, school staff and parents/carers, when children are assessed by external agencies, to discuss the findings and how best to address need and meet targets
- Consideration, when carrying out assessments, of additional needs e.g. a reader, scribe, additional time or rest breaks may be necessary - generally whatever support is provided in the class room is provided as far as is permitted during tests
- Monitoring by the Senior Leadership Team

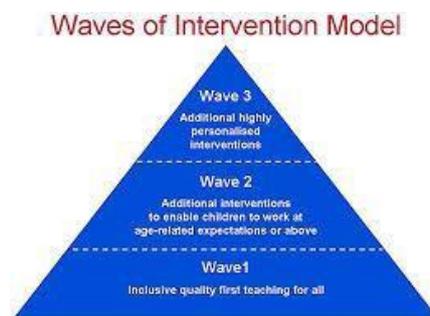
6. Arrangements for supporting children between phases of education

We recognise that pupils with SEND are particularly vulnerable at times of transition and we put in place various measures to support pupils at these times, including:

- A robust Induction Programme in place for welcoming new learners to our settings.
- Induction Days for all pupils each year, prior to moving up a class.
- Additional support for some children with SEND when changing class, such as additional meetings with key members of staff, visits to the new classroom, taking photographs of the new environment/staff.
- Close liaison with secondary settings to ensure smooth transition for all of our pupils. This includes tailored transition programmes for specific pupils as required.
- Gathering of relevant information from feeder settings and passing on of information to any onward settings.

7. The approach to teaching children with SEN

Our educational provision is categorised into 3 main categories: Wave 1,2 and 3 Provision



Wave 1 and Wave 2 provision is available to all pupils. Wave 3 provision is additional to and different from universal provision and is available to pupils on the SEND Register.

- All pupils receive Quality First Teaching (Wave 1 provision).
- If pupils are identified as not making expected progress despite Quality First Teaching, the Class Teacher will consider what could be changed to enable this child to progress. This may include additional, time-limited tailored intervention support programmes. The class teacher may consult with the Base Leader or Inclusion Leader for support or advice (Wave 2 provision).
- If pupils continue to make slower than expected progress despite high quality Wave 1 and Wave 2 provision, they may be identified as having a Special Educational Need or Disability (SEND) and may require increasingly individualised programmes (Wave 3 provision). The class teacher will discuss a child's needs with the Base Leader, Inclusion Leader, parents and, where appropriate and with permission, specialists from outside agencies and a plan of action will be agreed. The Inclusion Leader oversees all additional support for children with SEND.

A range of additional support is provided for pupils with special educational needs or disabilities and includes:

- Unlocking potential and removing barriers to learning
- A range of time limited interventions
- Additional resources
- Specific strategies recommended by external agencies

We have systems in place to monitor the quality of provision we provide all learners, including those with special educational needs and where we feel something isn't working, we are quick to respond and find alternatives that will better meet the needs of the learner. This forms part of the school's graduated approach cycle of 'Assess, Plan, Do, Review'.



8. Adaptations to the curriculum and learning environment of children with SEND

We adapt our curriculum to meet the needs of all our children through careful differentiation. This differentiation can take many forms, such as:

- Teaching style by taking account of children's different learning styles
- Grouping e.g. by similar ability, mixed ability, small group work, use of peer partners, individual learning
- Pace of the lesson, for example allowing additional processing time for some children, chunking instructions
- Provision of alternative recording methods e.g. scribing, use of computing equipment, mind mapping, photographs
- Outcomes expected from individual children
- Support level provided by staff
- Support from additional resources such as laptops, coloured overlays, sloping boards, sensory cushions, specific stationery, personalised visual timetables, task boards, prompt/sequence cards
- Provision of alternative location for completion of work.
- Specific strategies recommended by external agencies, such as use of 'brain breaks', access to area of quiet retreat
- Pre-teaching of specific vocabulary
- Additional interventions to further scaffold learning across the curriculum

We adapt our learning environment as far as possible to cater for the differing needs of children. Adaptations include:

- Carefully thought out seating plans, which include most advantageous positioning of hearing impaired children within the classroom
- Enlarging print for visually impaired children
- Provision of visual aids
- Quiet workstations
- Areas of retreat
- Use of dyslexia friendly fonts

9. Adaptations to the curriculum and learning environment of children with disabilities

We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action, however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset without the need for disapplication. Our school's Accessibility Plan (available on this website) outlines adaptations made to the building to meet particular needs and enhance learning.

10. Expertise and training of staff to support children with SEND

- SEND support is led and overseen by our Inclusion Leader/Senco, who is an experienced qualified teacher, holds the National SENCo award and is part of the Senior Leadership Team. She provides training, support and advice to colleagues; organises external training staff and secures advice and support from external agencies where appropriate; to ensure that all the needs of our children are met.
- All of our class teachers have completed mandatory teacher training and hold qualified teacher status.
- Our team of Intervention Teachers and Teaching Assistants are all trained and experienced in planning, delivering and assessing intervention programmes.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children. Our school also works closely with other local schools, sharing training opportunities including INSET days and outside experts.
- The school also utilises the expertise of outside agencies, which are detailed in Section 14.

11. Evaluating the effectiveness of provision made for children with SEND

At St Paul's the progress of all pupils is monitored informally on a continual basis and formally every half term at pupil progress meetings. We evaluate the effectiveness of provision for pupils with SEND using:

- Professional dialogue between teaching and support staff and, where applicable, specialist teaching staff.
- Attainment and progress data for children with SEND across the school, as part of whole school tracking of children's progress in terms of National Curriculum levels of attainment.
- Assessment information about specific interventions
- Monitoring by the Leadership Team

12. Enabling children with SEND to engage in activities available with children who do not have SEND

We promote involvement of all our learners in all aspects of the curriculum, including activities outside the classroom. To ensure that children with SEND are able to engage in specific activities, we also:

- Ensure all trips and school journeys are risk assessed and individual risk assessments are carried out, where necessary, for pupils with SEND to ensure accessibility and safety.
- Specify key adults to accompany children with SEND, where necessary, to enable them to access trips safely.
- Liaise with parents of children with SEND, where pertinent, to ensure the needs of children are met on trips etc.

13. Support for improving social and emotional development

We provide support for improving social and emotional development through a number of means, including:

- Regular training of all of our staff, to ensure a high standard of pastoral support
- Our Home School Link Worker, who provides additional support for children who may be facing difficulties with any element of their home/school life.
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions; is fully understood by all staff and embedded throughout the school.
- We have a School Council to elicit the views of learners.
- Children's interests are taken into account when planning across the curriculum.
- To support our youngest children's transition to primary school, we have mentors from Years 5 and 6 who buddy-up with Reception Children.
- We rigorously monitor attendance through registers and identification of absences and lateness on a weekly basis. Classes with the best attendance in each Key Stage receive a trophy each week and this is celebrated in our weekly newsletter and on our Attendance Board. All parents are informed regularly of their child's attendance. Some children have attendance plans and these are monitored by our Home School Link Worker. Where necessary, we involve our Educational Welfare Officer and meet with parents to prevent long term absences.
- Securing specialist advice from outside agencies, such as Freemantles Outreach Team, Educational Psychologists, Behaviour Support, CAMHS.

14. Involvement for other bodies

External support services play an important part in helping school identify, assess and make provision for pupils with special educational needs.

The school is supported by Surrey's North West multi-professional team. This includes the services from the following agencies:

- The Educational Psychologist (EP)
- Behaviour Support Service (BS)
- Learning and Language Support Service (LLS)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Physical and Sensory Support Service (PSS)
- The Ethnic and Language Minority Support Service? (REMA)
- Educational Welfare Officer (EWO)
- Freemantles Outreach Team (for pupils with ASD)
- School Doctor/Nurse
- Social Services

15. Comments, complements and complaints

In the first instance, parents'/carers' comments or concerns should be raised with the pupils' Class Teacher. If further action is needed, parents/carers should in the first instance speak to the Inclusion Leader. We hope that all concerns can be managed in this way. However, if a parent/carer wishes to escalate the matter further, they should follow the procedures outlined in the school's 'Responding to Parental Concerns' policy.

If there continues to be a disagreement with regard to the SEND provision, the LEA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. Parents/carers have the right to appeal to a SEND tribunal at any stage.

16. Links to the Local Offer

Surrey County Council's Local Offer is published on Surrey County Council's website under the following pathway: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Our school's response to Surrey's Local Offer can be found on our website. Please click on the 'Aiming High' tab and then the 'Including all Learners' sub-tab to find this document.