



Headteacher – Mrs Sandra Hearson  
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## **St Paul's CE (C) Primary School SEN Information Report 2016-17**

### **1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?**

At St Paul's CE (C) Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language, CAMHS (Child and Adolescent Mental Health Service), School Nurse via the HUB, physiotherapist, occupational therapist.
- Use of tools for standardised assessment.
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.
- Refer to the Educational Psychologist

Areas of needs are in line with the '*Special Educational Needs and disability code of practice: 0 to 25 years' 2015*

The areas of need which we support in school are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

### **2. HOW DO I RAISE CONCERNS IF I NEED TO?**

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the **SENCO** (Special Educational Needs Co-ordinator: Helen Harper 01782 235051) or **Headteacher** (Sandra Hearson). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report to contact the school office.

- If you wish to make a complaint, speak with Mrs Rebecca Winwood (Head of School Support) for a copy of our school's complaints policy or alternatively access this policy on our school website where a form can be downloaded.

### 3. HOW WILL THE 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 appropriate progress is made in all areas of the curriculum.
- Our **SENCO** oversees the progress of any child identified as having SEND.
- There may be a **Teaching Assistant** (Learning Support Assistant) or **HLTA** (Higher Level Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a personalised programme of learning and is reviewed and updated during termly learning conversations which all parents are encouraged to attend.
- St Paul's carry out staff audits to ensure all staff are trained on a wide range of current strategies and programmes to meet the wide need of children.

#### WHO WILL EXPLAIN THIS TO ME?

- The **class teacher** will meet with you formally at parent evenings or at other times throughout the year as required in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to school office who can arrange suitable times.
- An appointment can be made with the **SENCO** to discuss support in more detail if required.
- Child have a **Pupil Passport (PP)**, which outlines SMART (specific, measured, aspirational, relevant and timely) targets, long term aspirations, additional important information and names of other agencies support or working with the child.

#### HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children who have PPs or EHCP/Statement (Educational Health Care Plan) discuss their progress and targets when these are reviewed.
- If your child has a Statement or EHCP, their views will be sought before any review meetings which is held annually.
- Children are routinely asked to reflect on their learning and share how they feel. The class teacher will gather contributions from daily learning journeys.
- All children are provided with the opportunity to be voted onto the School Council and Eco Council. These children provide the voice for all children in each class.

### 4. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school website.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated.

- The **class teacher**, alongside the **SENCO** will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon, pencil grips, sloping boards. These resources are provided as a result of an outside agency carrying out further investigations leading to outcomes individually for each child where appropriate.
- The SENCO reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The **governor** responsible for SEND (John Alessi) also meets regularly with the SENCO. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.
- The schools accessibility plan outlines how the learning environment is accessible for children, parents and the wider community and can be accessed via Mrs Rebecca Winwood (Head of School Support) to request a copy.

#### HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the **gap is narrowing** between them and their peers.
- By reviewing children's targets in PPs and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place.

#### 5. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

##### WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the **class teacher or SENCO** at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home. School offer **termly parent consultation appointments** to all parents.
- We invite parents/carers and grandparents to attend English and Maths sessions during the morning each Term.
- Your child will have a Pupil Passport (PP) which will describe how you as a parent/carer have agreed to help you child with their learning.
- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they may have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

#### 6. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a half-termly basis.
- 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 from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held between each class teacher and the Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- The Headteacher and SENCO report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENC) and attends briefing sessions They also report back to the Governing Body.

## **7. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?**

- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including specialist advisory teachers.

## **HOW DOES THE SCHOOL ENGAGE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN ACTIVITIES INCLUDING PHYSICAL ACTIVITIES?**

All children have access to all clubs available at St Paul's CE (C) Primary School. These include:

- Lunch and after school clubs
- Outreach activities
- Educational visits
- School trips

## **HOW ARE CHILDREN SUPPORT THROUGH PERIODS OF TRANSITION?**

Children are supported through periods of transition through transfer meeting held with staff to share and transfer information at the end of each academic year. Should a child move school, information will be transferred to their new school and necessary communication carried out to ensure a smooth transition is achieved.

Additionally, transition to secondary schools are organised so that information is shared with their receiving school and additional transition arrangements are organised in advance.

## **HOW DOES THE SCHOOL SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN IMPROVING EMOTIONAL MENTAL AND SOCIAL HEALTH?**

School are committed to supporting children with social, emotional and mental health needs. School access additional agencies to support children and also provide quality first teaching to ensure all children have an active and healthy mind.

These include:

- Circle Time
- Mindfulness activities
- Assemblies
- Learning mentors
- Safeguarding officer
- CAMHS agency
- DOVE agency

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

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- The specific training held by support staff includes: Basic Makaton, Inference Skills Intervention, Better Reading Partnership, Letters and Sounds, Language for Speaking, Switch on EAL, Spirals, Language Steps, Beat Dyslexia, Speech and Language Targets.
- The school also operates an internal training programme for support staff, facilitated by the Headteacher and Leaders of Learning.

#### **9. WHAT ADMISSION ARRANGEMENTS ARE THERE FOR PUPILS WITH SEN OR DISABILITIES?**

- Pupils with a statement of special educational need are considered separately before everyone else and must be accepted by the school named on their statement. They will count towards the school's admission numbers.

WHAT STEPS ARE TAKEN PLACE TO PREVENT PUPILS WITH SEN FROM BEING TREATED LESS FAVOURABLE THAN OTHER PUPILS.

- The disability and equality policy outline that St Paul's CE(C) Primary School is committed to ensuring equality of opportunity for all pupils, parents and members of staff. We are committed to making reasonable adjustments to teaching and learning and the wider aspects of school life, to ensure that the educational environment is as accessible as possible. School would seek advice where necessary in order to meet individual needs. It is the Governing Body's duty to not treat disabled pupils less favourably for reason related to their disability. Reasonable adjustments would be made so that disabled pupils are not at a substantial disadvantage including potential adjustments which may be needed in the future. This is in line with the Equality Act 2010.

HOW ARE EQUIPEMNT AND FACTITIES SECURED FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

- Resources within the school are used to support pupils with SEN, providing adult and equipment as and when required. For pupils with a higher level of need, the school will work with external agencies and parents to access additional funding for an EHCP where appropriate and criteria has been met.

#### **10. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy.
- Further information is available from the SENCO (Helen Harper) or Headteacher (Sandra Hearson)

- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following websites:
  - Stoke-on-Trent Local Offer, outlining services available for children and young people who have SEND, can be found at:  
**<http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>**
  - Stoke-on-Trent SEN Page can be found at:  
**<http://www.stoke.gov.uk/ccm/navigation/education/special-educational-needs/send-services/>**
  - SEND Information, Advice and Support Service for Parents:  
**<http://www.sendiass-stoke.co.uk/>**
  - SENMAS (Special Education Needs Monitoring and Assessment Services)  
**[SENMAS@stoke.gov.uk](mailto:SENMAS@stoke.gov.uk)**
  - Stoke on Trent Children Safeguarding board  
**<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/>**