

# St Paul's CE Primary School

## SEND Information Report 2023/24



### School Vision

***At St Paul's, we will nurture and inspire all children to enjoy a life-long journey of discovery and friendship. Through God's love and Jesus' teachings, our school community will support each child to flourish as curious, compassionate and resilient citizens with a love of learning.***

*"Start children off on the way they should go, and even  
when they are old they will not turn from it."*

*Proverbs 22:6*

In order to fulfil this vision, our school follows the Special Educational Needs and Disability (SEND) Code of Practice, which came into effect in September 2014. We recognise that while some children have profound or moderate additional needs, most children will experience times when they need some extra help. We wish to support all our children and enable them to continue to develop to their full potential and flourish as learners. We have consulted with parents, carers, governors and pupils and below is a summary of what our school offers.

### **School Details**

Headteacher and SENDCo - Mrs Lisa Gilchrist

Chair of Governors- Ms Laetitia Rocha

Tel: 01509 890483                      email: office@st-pauls.leics.sch.uk

Primary age range 4-11      210 pupils max      Mainstream setting (no additional specialist unit)

10% pupils receiving additional learning support (on average)

Ofsted grading - Outstanding (September 2023)

### **1. Inclusion**

We have a strong, Christian, inclusive ethos and the school aims to provide appropriate educational opportunities for all children within the school's normal area. For those children who live outside the school's normal area, admission decisions are made on an individual basis, in accordance with the LCC policy.

### **2. Identification of Need**

The school uses a variety of ways of assessing whether children need additional support, including:

- Discussion with parents/carers
- Observation of daily activity and learning

- Marking of children's work
- Termly formal assessments and tracking
- Discussion between SENDCo and class teachers
- Assessment by outside agencies e.g. educational psychologist, speech therapist.

### **3. Support given**

Teachers' daily classroom practice will ensure that all children access differentiated teaching and independent tasks which are well matched to their needs. Extra support to children may be formalised within an EHC plan, a SEN support plan or a school learning support plan. Depending upon individual needs, support may take the form of:

- Close support of the teacher
- Close support of support staff
- Working within a small group
- Working 1-to-1 with a teacher
- Working 1-to-1 with a specialist teacher
- Working 1-to-1 with a teaching assistant
- Counselling
- Extra teaching using a 'catch-up' scheme
- Use of specialist resources
- Use of a more suitable working area
- Administration of prescribed medicines
- A trained adult to assist with personal care
- Use of a private area to apply creams/lotions
- Access to a disabled toilet
- Classroom displays / visual timetable

Support given is evaluated, within the school's tracking system to ensure that it is having impact. Adjustments are made accordingly.

We aim for all school visits and extra-curricular activities to be accessible to all pupils. Additional adult support can be arranged if necessary and we encourage parents to be involved if they can.

We support the emotional and social development of pupils through our teaching and learning about Christian values as well as by using specialist resources in PHSE and RSHE lessons. Children have also been supported through an ELSA trained Higher Level Teaching Assistant (HLTA). The quiet 'reflection areas' in each class provide an opportunity for children to speak to adults about any worries or concerns.

Within school, there is a system of positive rewards (House Points and Dojo points) and a system of behaviour management within each class which is personalised to suit the age and maturity of the children.

In line with our School Vision, when selecting candidates for our pupil voice groups, such as School Council and Worship Team, consideration is given to diversity and full representation. We support children with SEND to apply for and take an active part in, these groups.

#### **4. SEND Coordinator**

Mrs Lisa Gilchrist, Headteacher. (SENDCo award gained with University of Northampton.)

#### **5. Expertise and training**

We are a mainstream, maintained primary school without a specialist unit or specialist staff but the Headteacher, as SENDCo, accesses training through local cluster meetings and provision provided by LCC and the Diocese. This training is disseminated to all teachers and appropriate support staff through staff meetings and INSET. The school arranges whole staff training when a need arises in school. Recent training has included:

- First aid
- Epi-pen
- Bucolan
- Safeguarding
- Anti-bullying
- Spelling support
- Executive Function

#### **6. Equipment and facilities**

Much of our school is modern but it is built on a sloping site, so we have some issues pertaining to that. However, we aim to be accessible to all of our pupils and parents/carers. Below is a summary of our facilities and equipment relating to any additional needs of the children.

- 7 classrooms, within a relatively modern building (although 2 are in a separate 'mobile')
- A medical room, a nurture room and a multi-use studio
- Wheelchair access via a ramp from the front and rear; 1 disabled parking space
- 1 accessible toilet within the main school building
- 1 large hard play area, sloping
- 1 large grassed area, sloping
- A daily mile track
- 1 trim trail, vegetable garden and outdoor gazebo with level access
- All classrooms with interactive whiteboards and speakers, fully adjustable text size and volume
- Writing slopes, coloured overlays and other small items of specialist equipment are available as required.

#### **7. Consulting with parents/carers**

Parents are kept informed termly during the scheduled parents' evenings, and informally at other times. The school's learning support plan along with any SEN support plans or EHC plans are

written and reviewed with full parent/carer and pupil involvement. Regular 'open afternoon' events and parent workshops help parents understand how they can assist with their children's development. Teachers are also available before and after school for brief conversations. For longer conversations, please make an appointment, via the school office.

## **8. Consulting with pupils**

Children are encouraged to have their say in decision making at school through being part of the School Council and Worship Team. Very good relationships exist between staff and pupils and all views of the children within surveys and discussion are taken seriously. Pupil views are considered when producing learning support plans, SEND support plans and EHCPs and help to shape the provision.

## **9. Complaints**

If parents or carers have any concerns, they are encouraged to speak directly to the class teacher or Headteacher (SENDco) without delay. If this does not resolve issues, letters may be sent to the Headteacher or Chair of Governors and they will be addressed according to the school's policy.

## **10. Governing Body**

There is a nominated governor with responsibility for SEND (within 'Vulnerable Groups'). They meet regularly with the headteacher to assess the impact of provision, plan improvements, allocate funding streams and update policy. Contact with outside agencies such as Health, Social Care, Educational Psychology and voluntary organisations is delegated by the governing body to the Headteacher (SENDco).

## **11. Further support / Leicestershire County Council's Local Offer**

If parents or carers have concerns about their child, we hope the first contact will be with the class teacher or Headteacher (SENDco). Further support, contact details and information can be found on the Leicestershire County Council website:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

## **12. Transition**

The school has very good links with local pre-schools and nurseries and all of our feeder senior schools, particularly Rawlins Academy and De Lisle RC Academy.

Staff meet regularly, during the summer term especially, to discuss the needs of individual children. Contact with external support agencies is maintained and all record keeping is transferred. Parents are invited into school to meet with the reception teachers and Headteacher (SENDco) and have opportunities to address any concerns.

As the children prepare for transfer at year 6, meetings are arranged between Y6 and Y7 staff and individual children's needs are discussed, as well as the sharing of pertinent documentation. Teachers from some of the feeder senior schools often come to our school to teach specific

lessons throughout the year. Many Y7 teachers are familiar faces, on transfer, and continuity of provision is a priority on both sides.