

**Special Educational Needs and Disability Information Report St Paul's CE Primary School
Woodhouse Eaves
2017-18**

This document outlines the ways in which our school ensures that we support all of our pupils, including those with SEND, in order that they can succeed. **It does not detail** every resource or technique that is employed, as these are constantly modified to meet the changing individual requirements of our pupils.

Our school does not have a specialist designated unit/additional learning support department.

Name of Setting	St Paul's CE Primary School Woodhouse Eaves
Address	Meadow Lane, Woodhouse Eaves Leicestershire, LE12 8SA
Telephone	01509 890 483
Email	office@st-pauls.leics.sch.uk
Website	http://www.st-pauls.leics.sch.uk/index.php
Name of Head Teacher	Mrs Cal Hurst
Named SENDCo for the setting	Mrs Cal Hurst
Named SENCo Assistant	Ms Andrea Percival

My child has SEND. I would like to look around. What do I need to do?

Please contact our office in the first instance to arrange an appointment. Our office staff will arrange for a member of staff to meet you, show you our amazing school and discuss any concerns with you. Visits are made at set times during the school day.

Please visit our school website. In the 'Our Amazing School' section you will find our prospectus. In our 'Parents Info' section you will find our SEND information report, parent friendly PDF's written by a group of parents of pupils with SEND and a Parent's Guide to the support offered at our school. Many of our policies can also be viewed in our Parents Info Section.

If you would like paper copies of any of these documents, please contact our office.

How will my child and I be made to feel welcome and how will you get ready for my child coming?

We want all pupils and parents to feel happy and safe at our school and pride ourselves on our inclusive ethos. We value parent's views and respond to input from them in questionnaires - this can be viewed on our website.

Our children and parents are welcomed into school in many ways:

- Our 4+ children have 2 half day inductions
- Our 4+ children and their parents attend one lunch sitting to meet our staff and each other!
- We hold a 4+ information evening after school.
- 4+ parents receive an information pack before starting school. This is also available on our website.
- We work closely with our feeder nurseries and pre-schools to ensure any support is ready for children who may need it.

If your child transfers to our school:

- Induction visits will always be offered
- We will contact the school SENDco and ensure he/she tells us about any special arrangements or support that may need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We will arrange meetings with appropriate staff from the receiving school, parents and other professionals as necessary.

How accessible are your premises?

We are partially wheelchair accessible and provide portable ramped access as necessary

- School will discuss all additional needs and make reasonable adjustments to fully include all pupils with SEN, disability or medical need in all aspects of school life.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities, visits and trips are accessible for children with SEND.
- Our 4+ classroom is fitted with a hearing loop for children with hearing impairment.
- We have disabled shower, changing and toilet facilities.
- We have one designated disabled parking bay.
- Our classrooms are 'vision' friendly and support children who may need glasses or patches.

How will you keep my child safe?

- Every member of staff in school holds a current DBS check and receive regular training in safeguarding.
- Policies and procedures ensure that all children are kept safe. These include reference to Safeguarding, Health and Safety, Equality of Opportunity, Special Educational Needs, Behaviour Management and Anti-Bullying all of which can be found on our website.
- As a school we have a duty of care for our pupils and staff to safeguard them from the risk of being drawn into terrorism. Our **PREVENT** statement makes our commitment to this duty clear and can be found on our website.
- A positive behaviour management policy is in place to ensure that all children are supported in managing their feelings and behaviour in line with their individual needs and development. We ensure that children receive verbal praise for their achievements and support them in a positive way when they exhibit challenging behaviour.
- At all times work with parents to offer support to the child and the family.
- Policies and procedures support the storage and administration of medication in the setting - medication is stored in a secure place and permission and medication records require parental consent, exact dosage, and time of administration.
- Medication will only be administered as stated by the prescription written by a doctor in agreement with our Medicines policy.
- A Health care plan is put in place for children with specific needs identifying how support is put in place and we share this with all members of staff to ensure all are fully informed.
- Staff are given up to date training to support them in provision for medical needs.
- Risk assessments are in place to ensure children are safe from harm. For some pupils with additional needs a risk assessment is made prior to starting the setting to ensure the environment is safe for them.

- Our school operates a no nuts policy with the foods that it purchases for snacks and we advise parents not to bring foods containing nuts for packed lunches or cake sales.
- All staff are aware of children with known allergies.
- Before taking children on outings we carry out a risk assessment to ensure that children are safe and increase the numbers of adults for support in caring for the children.
- The setting was inspected by Ofsted to ensure that it met requirements to keep your child safe and was rated as outstanding.

How will you communicate with me what my child has done, enjoyed and learnt?

- We have a 16 day book which is completed in school and sent home for families to share every 16th day. It shows what we have done and learnt and our families enjoy sharing this together.
- After each block of Learning Leaps are taught (every 6 weeks) teachers provide simple colour coded feedback for parents detailing what children have achieved in each block's leaps focus - these can be found in your child's partnership book.
- Every month we have a golden book assembly which celebrates our pupils' achievements.
- Our class teachers informally let parents know how pupils are doing throughout the year
- We have 2 parents evenings a year to discuss both aspirations and progression. We have a third targeted meeting after reports are given to parents in the summer.
- We send home an annual report for parents detailing their learning each year.
- Our website shows the exciting lessons, trips and challenge days we enjoy.
- Partnership books record daily reading, homework, parent/school messages and also hold key information for you to refer to daily.

How do you work with other professionals?

We have a range of professionals and agencies that work together to provide support for pupils at St Paul's including:

- One SENDCo
- One SENDCo Assistant (Senior Higher Level Teaching Assistant)
- One Intervention Teacher
- One Higher Level Teaching Assistants (HLTA)
- One ELSA (Emotional Literacy Support Assistant)
- Two Support staff trained as bereavement and loss counsellors
- Five other Teaching Assistants (some are part-time)
- Educational Psychologist
- Specialist Teaching Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Disability Outreach Service
- Autism Outreach Service
- Supporting Leicestershire Families Team
- LCC Social Care Team
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- Community Paediatrician support

As support and agencies change other professionals may work with us. We work positively with agencies and liaise with them on a regular basis, we act upon their advice and include their recommendations in our daily teaching/school environment for specific pupils.

What policies do you have in place for identifying those pupils with SEND and assessing their needs?

At St Paul's we have built the identification of SEN into our everyday classroom teaching.

Teaching staff, SENDco, Senior Management and the Head teacher all precisely monitor children's progress in relation to their specific Learning Leaps each half term. Children who need extra support are then precisely targeted.

Teachers have regular meetings with the Headteacher to identify and discuss support for specific pupils. This information is then shared with the SENDco.

Once teachers have identified pupils with additional needs they will be given targeted support or intervention matched to need.

Once the intervention has been delivered and if the pupil has still not made progress, school will discuss concerns with parents and the pupil will be identified by school as a child who has SEN.

Once a child has been identified as having an SEN they will continue to be closely assessed by their class teacher and have a highly differentiated curriculum provided along with additional intervention or support.

Other agencies may be involved, with parent's agreement, to support the school in meeting their child's needs.

If a child is identified as having an SEN it may not mean they will be on the SEN register continually, pupils are regularly assessed and if deemed suitable by staff they may be removed from the SEN register with their parent's approval and involvement.

Please refer to our Special Educational Needs and Disability (SEND) policy found on our website here <http://www.st-pauls.leics.sch.uk/permalink/4050.html>. Paper copies of this policy are also available from our office.

What are the arrangements for consulting parents or carers of pupils with SEND and involving them in the education of their child?

St Paul's is committed to having positive, clear and regular dialogue with our SEND children and families to ensure they are fully engaged in the learning journey at our school.

To do this:

- School provides clear information for parents after each block of Learning Leaps are taught (every 6 week) which is simply colour coded and includes details of what children have achieved in the previous Leaps' focus - this can be found in your child's partnership book.
- Our class teachers informally let parents know how pupils are doing throughout the year
- School provides the opportunity for 3 parents evenings a year to discuss aspiration and progress and consult with parents
- School provides an annual report for parents detailing their child's learning and progress each year.

- Children on the SEN register will have an SEN Support plan or SEND/EHC Plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and welfare.
- St Paul's provides regular 121 meetings with parents of pupils with SEN as necessary.
- St Paul's provides a Parent forum, specifically for SEND parents.
- SEND information is readily available and can be found in 'The Parents information' section of our website:

<http://www.st-pauls.leics.sch.uk/parent-s-zone/index.1.html>

- Please refer to our Policies section for information regarding medical needs, equality and disability provision.
- The Local Authority support for SEND families can also be found through the Leicestershire County Council SEND local offer:

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

I'm worried about my child's learning. What should I do?

- In the first instance please contact your class teacher and raise your concerns, they can discuss progress and explain what is being done to support your child.
- If you are still worried after speaking with you class teacher please arrange a meeting with our SENDco who will be happy to discuss any concerns.

How do you involve pupils with SEND in their learning?

- Pupils help to write the SEN support plan and discuss with teachers what they feel helps them to learn.
- Pupils are aware of their Learning Leaps and other targets in school. They are helped to understand these fully by child friendly 'I can statements', mentoring groups and 121 time in intervention.
- We value all of our children's input to daily school life and many of our pupils with SEND are members of our Pupil Groups.

What arrangements do you have for assessing and reviewing the progress of pupils with SEND, and progress towards their outcomes?

Children with SEND's progress is continually monitored by his/her class teacher. Assessment of learning is rigorous at our School and takes many forms:

- After each block of learning leaps (every 6 week) teachers provide simple colour coded feedback for parents detailing each child's achievement in that block's leaps focus - this can be found in your child's partnership book.
- His/her progress is reviewed formally every half term in reading, writing, numeracy and assessed in line with their learning leaps and expected age related achievement.
- Interventions have specific ongoing assessments e.g. Phonics Trackers or Fischer Family Trust Trackers.
- At the end of each key stage (i.e. at the end of FS2 (4+), KS1 (Year 2) and KS2 (Year 6) all children are required to be formally assessed using the EYFS profile or Standard Assessment Tests (SATs). This is something the government requires all schools to do. The results are published nationally.

- Children on the SEN register will have an SEN Support plan or SEND/EHC Plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and welfare.

How will you get ready for my child going to his/her new room/school?

We recognise that a child with SEND may require additional support when transferring schools, key-stages or indeed classes. Induction packages are offered to ensure that any transition is as smooth as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- All SEN support plan will be shared with the new teacher.
- Transition class visits begin in the summer term so that your child is fully prepared for September

In Year 6:

- The SENDco and class teacher will discuss the specific needs of your child with the SENDco of their secondary school, and arrange a transfer plan for children with an SEN support plan or EHCP.
- Your child will be fully involved in their transition plan to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

What is your approach to teaching pupils with SEND?

All St Paul's staff have consistently high expectations of all pupils regardless of their age, gender ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and have targets set according to their ability. We aim to meet all pupils' learning needs including those with special needs through Quality First Teaching.

For your child this means:

- Their teacher has the highest possible expectations for your child and all pupils in their class.
- Regular assessment supports precise target setting which informs teacher planning.
- Teachers and other adults are acutely aware of their pupil's capabilities and of their prior learning and understanding and plan very effectively to build on these.
- Teacher planning and delivery is differentiated in a variety of ways for a variety of needs.
- Half termly Learning Leaps for Reading, Writing and Maths are precisely differentiated for your child.
- Teaching is highly effective in inspiring pupils and ensuring that they all learn extremely well.
- Specific strategies are in place to support your child's learning.
- Teachers systematically and effectively check pupil's understanding using the information to impact on the quality of learning

How will you adapt the curriculum and learning environment for pupils with SEND?

The exciting creative curriculum at St Paul's CE Primary School provides a broad and balanced education for all pupils, including those with SEND.

- Class teachers plan lessons according to the specific needs of all groups of students

in their class and will ensure that your child's needs are met.

- We believe in child centred planning and staff often personalise provision for our pupils with SEND e.g. This could mean, for example, your child completing smaller steps towards the same learning objective as their friends.
- All of our classrooms are dyslexia and vision friendly. When deemed necessary for a pupil with SEND adaptations made.
- We employ the use of a diverse range of resources to remove barriers, engage learners and sustain concentration of our pupils. This could mean, for example, your child using a pencil grip, screen or writing slope to support development of their writing skills.

What expertise and training do your staff have in relation to supporting / teaching pupils with SEND and how is this specialist expertise secured?

Our SENDco (currently on maternity leave) has completed the National Qualification for Special Needs Co-ordinators. The current SENDCo and her assistant, access Local Authority training and net-work groups. They actively supports class teacher in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.

Training is constantly updated and reviewed to ensure the very best support for our pupils.

This includes:

- Whole school training on SEND issues such as reading coaching, dyslexia and dyspraxia.
- Whole school training on medical needs such as asthma, allergies and supporting children with epilepsy.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children or groups.
- Specific teachers are more intensely trained to administer diagnostic tests e.g. Initial Dyslexia Checklists, Graded word spelling, BPVS, Phonics Small Step Trackers, Standardised Tests for Literacy, Diagnostic Reading tests or The York Assessment for Reading and Comprehension.
- Training for specific intervention packages are undertaken by teachers and Teaching Assistants. These are accessed through the off-site training e.g. FFT or Catch-up or in-house training e.g. 5 minute box.
- Specific staff also access the training or expertise from outside professionals through observation and discussion e.g. Autism Outreach Team, Occupational Therapists, School Nurse, Education Psychologist etc.
- Whole staff training on disability awareness and pupils with medical needs.

How will you evaluate the effectiveness of your provisions for pupils with SEND?

- The SENDco, Senior Leadership and Headteacher continually monitor the impact of provision using local, national and school data. Changes to provision are swiftly made to support specific pupils.

How will you provide additional support for learning to pupils?

We provide a range of targeted additional support and intervention. If you would like more information on the support offered by our school please visit our website and use the Parents Info section to view the Parents' Guide to the support document. This details many of the excellent interventions our highly trained staff use.

Additional Support may be:

- Delivered in the classroom or another quiet space or larger space.
- Delivered by a teacher or a trained teaching assistant.

Children will have been identified by the class teacher and senior staff as needing some extra support in school.

Pupils receive planned interventions, which are precisely targeted to accelerate their progress and raise their attainment. These interventions are reviewed weekly by Teachers and support staff to ensure that skills learnt are transferred into classroom teaching.

For your child this could mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress
- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run small group sessions using the teacher's plan or an intervention framework or progression.
- 1-1 support may be given e.g. additional daily reads.
This type of support is available for any child who has specific gaps in their learning in reading writing or maths.

What activities are available for pupils with SEND, in addition to those available in accordance with the curriculum?

We seek to ensure that all activities in and out of the classroom are available to all pupils. Our after school provision is accessible to all children including those with SEND.

Extra-curricular activities, visits and trips are accessible for children with SEND. We ensure we are inclusive by

- Completing detailed risk assessments to ensure that children are safe.
- Increasing the numbers of adults for support in caring for the children.
- Ensuring the setting to be visited is appropriate for all pupils.

How will you adapt play opportunities for my child?

Playtime is very exciting at our school. We provide opportunities for all pupils to enjoy their playtime in a variety of ways:

- Designated supervisors may be provided to help your child access play/play safely
- We have a BASE club at lunchtimes for pupils who need extra support.
- We have pupil led play leaders to ensure all pupils are included at playtimes
- We have a buddy system to ensure everyone has a friend to play with.
- Where playtime needs to be adapted further for pupils we will use our best endeavours to secure the necessary special educational provision that they need.

What support is available for improving the emotional and social development of these pupils?

- Our provision map ensures that key adults are deployed for specific support or intervention allowing continuity for pupils and parents.
- Social skill groups are run by trained staff and we provide self-esteem groups allowing children to discuss or raise any concerns they may have.
- We have a BASE club at lunchtimes for pupils who need extra support
- We have a trained Emotional Literacy Support Assistant

- We have two support assistants trained in loss and bereavement.
- As an inclusive school all pupils have access to the curriculum and wider aspects of the school And are active members of school council, forums, and prefect jobs.
- We have a clear medical needs policy and accessibility plan available on our website ensuring that no child is discriminated against.
- Children with medical needs have Individual Health Care Plans in place

How will equipment and facilities, to support pupils with SEND be secured?

For those pupils with the most complex needs, additional 'Top Up' funding may be required above the £6000 provided for each pupil by the School's national budget to meet their needs. This is centrally retained by the Local Authority. The SENDCO is responsible for the operational management of the specified, agreed resourcing for SEND provision within the school, including the provision for children with Education Health and Care plans/SEND support plans. The Head teacher informs the governing body as to how the funding allocated to support Special Educational Needs has been employed.

How does the governing body involve other bodies in meeting the needs of these pupils and supporting their families?

- The school budget, received from the DFE, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Governing Body and Head Teacher discuss all the information they have about SEND in school and decide what resources/training and support is needed.
- All resources/training and support needs are reviewed regularly and changes made as required.
- The Governing Body ensures that the school works with and supports the work of outside agencies when pupils' needs cannot be met by the school alone.

Contact details for the support services for parents and carers of these pupils, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014)

Specialist Teaching Services Tel: 0116 305940

Autism Outreach Service Tel: 0116 305940

Hearing Support Service Tel: 0116 305940

Learning Support Service Tel: 0116 305940

Vision Support Service Tel: 0116 305940

Focus Psychology Tel: 0845 130 5837

SENDIAS: 0116 257 5027

Website details of LA local offer: http://www.leics.gov.uk/index/children_families/local_offer.html

What arrangements are made by the governing body, relating to the treatment of complaints, from parents and carers of these pupils, concerning the provision made at your school?

- If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher.
- Most matters of concern can be dealt within this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects

the child's progress.

- Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher.
- The Headteacher considers any complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.
- If the school cannot resolve any complaint itself, those concerned should contact the Chair of Governors. A copy of the school's complaint policy is available on the school website.

<http://www.st-pauls.leics.sch.uk/permalink/3733.html>