

St Paul's CE First School Special Education Needs Information Report

Local offer

Updated October 2024

St Paul's CE First School aims to be an inclusive school. We actively seek to remove the barriers to learning that can hinder or exclude individual pupils or groups of pupils. We aim to ensure equality of opportunity for all children by paying attention to specific groups of children within our school including:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with Special Educational Needs and/or a disability
- Most Able children
- Children who are at risk of disaffection or exclusion
- Children who are in receipt of Pupil Premium funding
- Looked After Children
- Travellers
- Asylum seekers

1. How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

At St Paul's CE First School we aim to:-

- create a learning environment that meets the needs of all children
- ensure that any additional needs of children are identified, assessed and provided for

- make clear the expectations of all partners in the process
- identify the roles and responsibilities of staff in providing for all children
- enable all children to have access to elements of the school curriculum as appropriate
- to support parents/carers to enable them to play their part in supporting their child's education

Children with special educational needs or disabilities have difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children may need special provision if they:

- Have a greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

Identifying Children's Needs

We identify children's SEND needs by:

- Talking to nurseries and previous schools about a child's needs before children arrive at St Pauls.
- Visiting known children with SEND in early years' settings before they arrive at St Pauls
- Undertaking our own observations, checklists and assessments to identify learning needs within school
- Receiving information and report from health practitioners and other professionals about children's needs
- Speaking to the SENCO of the previous school and as well as parents to ensure as much information as possible is known about the child
- Tracking a child's academic progress through teacher observation, feedback and formal assessment.

First Steps to Identification

Our first step to identify a child with SEND is to :

- Identify the concern from our observations, information and assessments. The school identifies children using a range of sources including internal assessments, progress over time, external agency information and medical information. St Pauls Primary Academy assesses children at the end of each lesson, at half termly intervals and again at the end of each term. We use a range of different assessments for all children alongside teacher assessment and statutory assessments.
 - Teachers will then contact parents/carers via telephone or request a face to face meeting for a discussion about their concerns and agree a series of strategies or next steps to be taken
 - The teachers will refer to the SENCO after putting in place different strategies with your child in their classrooms
 - Discussions with class teacher and SENCO are undertaken as and when required as part of a graduated response

Many children who join us have already been in early educational/ pre-school settings. In some cases children join St Paul's CE First School with their needs already assessed. All children are assessed when they enter 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.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practice. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support a child in an Individual Support plan, the plan is written with the child and parents and will show the long-term outcomes for the child, and the teaching strategies to be used. It will also indicate the shorter term targets and the date for the plan to be reviewed. This review will take place at least once a term.

We can also refer pupils to the SEND hub meetings. These take place every half term and provide a forum for us to discuss your child's difficulties and to be able to refer individuals to outside agencies. Children will only be referred to the hub with your consent. Agencies present at the hub meetings include members of the Staffordshire SEND team, Family Support and Educational Psychology service.

If the child continues to demonstrate significant cause for concern, an application can be made to the Local Authority for an Education, Health & Care Plan to be issued. A range of written evidence about the child will support the request.

2. What should I do if I think my child or young person needs extra help?

If you think your child may have SEND or might need extra help, please do the following:

- Speak with your child's class teacher by contacting the school office and requesting an appointment
- Points you may want to think about before meeting with your class teacher or the SENCO are:
 - Why do you think your child has SEND?
 - What needs do you feel your child has that are of concern?

- Does your child learn at the same rate as other children?
- Did your child meet all of their early learning goals: 2 year check?
- How do you feel school could help you?
- What are you able to do to help?
- Please bring any reports or information you have about your child's needs.

If you still have concerns after speaking with your child's class teacher, please do the following:

- Speak to the school's SENCO Mrs. Stafford 01902291124 via the school office or Email the school office
- SENCo Mrs Stafford has been a SENCO since 2015 and has the NASENCo award
- Should you still feel that your concerns have not been addressed that contact our head teacher, Mrs Richards via the school office on 01902291124

3. How will you teach and support my child or young person with SEND?

Supporting children and young people with SEND with or without an Education Health Care Plan:

We support children and young people with SEND with or without an Education Health Care Plan through quality first teaching (QFT) within the classroom. At times during their school career, children may need to receive additional targeted support during a lesson or a term depending on their needs. This is delivered through an adaptive teaching approach that includes the 'additional to' or 'different from' support that is planned or provided in response to a child's need at the time of learning, within the whole class or within a small group.

Planning the Support:

Should a child require significant long term additional support, school follows the processes of a Graduated Response. This means that your child's support reflect the level of need required and is considered carefully of a regular basis. The SEND Graduated Response process follows the minimum termly cycles of Assess, Plan, Do, Review in line with the SEND Code of Practice. Within each cycle the following may occur:

• Step 1: Initial Concern

o Formal assessments take place and/or the teacher indicates that the child is not making sufficient progress, therefore reasonable adjustments, basic skills provision or physical adaptations to support needs through Quality First Teaching are made.

o The class teacher will inform Parents/carers of the concern verbally.

o The class teacher will inform the SENCO of their initial concern and the actions they take.

• Step 2: Targeted Support

o If a concern continues over time, further support / adjustments will be made to support the child by the class teacher.

o The teacher monitors and reviews the outcome of the additional support / reasonable adjustments.

o If further intervention may be required, class teachers will raise this at Pupil Progress meetings with the head teacher and / or in a SEND meeting with the SENCO, both of which are held termly – although they are able to discuss their concerns with either party at any time.

• Step 3: Review of Need

o The SENCO reviews evidence with class teacher / assessment outcomes / external agency information and discusses the pupil with the class teacher.

o If the outcome of the meeting does not result in the child meeting the criteria for the SEND register, the SENCO will add them to an internal Monitoring Register and consider the next steps to support the child in conjunction with Parents/carers and staff. This may involve the use of other agencies and referrals may be made. o If the child meets SEND criteria, the SENCO will contact parents to discuss their child in initial meeting, where the current needs and support required is discussed and the child will be placed on the school's SEND register. See stage 4.

• Step 4: Formal Registration of SEND

o The teacher will write an Individual Support plan (ISP) recording the child's targets and support needs following discussion with the SENCO and Parent.

- o The SENCO adds child to the school's SEND Register, ensuring additional provision is put into place.
- o The SENCO compiles a provision map & ensures additional provision is put into place.
- o The ISP is a working document to inform teaching staff, support staff and parents of the child's current identified needs

• Step 5: Review of SEND Needs

- o A PFS is reviewed 3 times a year with teacher and SENCO: October, February and May. These SEND Review meetings may lead to:
 - Movement of the child to the monitoring register – ISP is no longer required
 - Continued SEND support with new ISP targets written by teacher (with advice and agreement with the SENCO)
 - A referral to outside agency by SENCO for additional advice or support
 - An application for an EHCNA leading to possible EHCP (if there is sufficient evidence to meet Staffordshire Criteria) via the SEND and Inclusion Hub or directly with Staffordshire County Council.
- o An ISP is shared and discussed with parents after each half term break, which allows for any changes in pupil needs to be shared, which can also result in the pathway of support being changed at any time.

4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

We aim to give all children opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils and make ongoing assessments of each child's progress. Teachers use this information to target support and intervention to groups or individuals. The SENCO and Head Teacher hold regular review meetings to review the success of provision. The SENCO and the named governor with responsibility for Special Needs also meet regularly. Success factors include the following:

- Early identification of pupils with SEN
- Pupil views and opinions are taken into account
- The school and parents' work in a partnership
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection
- The school works in close co-operation with other agencies and fosters multi-agency working

- That statements of Special Educational Need and Individual Educational programmes are regularly reviewed

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are less than expected. Expected progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of their peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

5. How will the curriculum be matched to my child's/young person's needs?

All children have an entitlement to a broad and balanced curriculum which is differentiated. This is achieved by

- teachers setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning through assessment and intervention strategies to meet individual need
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (this includes programmes and advice given from outside agencies such as Occupational therapy and Physiotherapy, Speech and Language, Autism Outreach etc.)

Teachers use a range of strategies to identify and meet children's needs. Lessons have clear learning objectives and work is differentiated appropriately. Assessments are used to inform the next stages of learning.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children through the use of all their senses and of varied experiences

- Planning for children's full participation in learning and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning
- Devising strategies and identifying appropriate methods of access to the curriculum
- Working with the pupil and providing further help on a daily basis
- Planning and delivering an individual support plan (ISP)

Teaching Assistants

Teaching Assistants support the teaching and learning of individuals and groups of pupils throughout the school, particularly:-

- Supporting pupils in achieving targets identified in ISPs Maps and EHC Plans
- Differentiating provision for groups of pupils as identified in school support strategies

Teaching assistants will be enabled to work effectively through inclusion in the planning and evaluation of individual and group programmes.

Specialist SEN Provision

The school works closely with outside agencies to ensure pupils receive specialist provision in accordance with their needs. This support can include

- Individual programmes designed by occupational therapist
- Enhanced provision from Autism Outreach Team
- Individual speech and language programmes
- Advice from the Early Years SENCo
- Referrals to the Early Years Forum when required

6. How are the school's resources allocated and matched to children's/young people's special educational needs?

Resources are allocated in accordance with need and this may be in the form of additional classroom adult support, resources and specialist equipment. A report can be found on the school website identifying expenditure and the impact on pupil progress of pupil premium funding.

7. What training are the staff supporting children and young people with SEND had or are having?

The school is committed to ensuring staff are highly trained. The SENCO attends termly updates arranged through Staffordshire University Academy Trust. Additional SEN training is delivered according to need. The SENCO has completed the National SENCO award.

8. How will St Pauls and school staff support my child/young person?

The school Governing Body has important statutory duties towards pupils with special educational needs:

- The Governors, working in partnership with the Head teacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Governors should ensure that objectives in the school development plan include Special Educational Needs (SEN).
- Through the school's self-review procedures' Governors monitor the effectiveness of the school's SEN policy and provision.
- All governors will have an up-to-date knowledge of the school's SEN provision and the SEN Governor will have a more in depth knowledge of SEN.

In our school, Mrs Amy Stafford, the SENCO, is responsible for ensuring all children receive the support they need to make good progress in their learning through:-

- Management of the day to day operation of the school's Inclusion & Special Educational Needs Policy
- Co-ordination of the provision for, and the responses to, children's special educational needs
- Providing support and advice for colleagues
- Ensuring accurate records are maintained for all children with special educational needs
- Acting as the link with parents and with external agencies and other support agencies
- Monitoring and evaluating the school's special educational needs provision
- Managing a range of resources, both human and material to enable appropriate provision to be made for children with special educational needs
- Ensuring all staff receive training to enable them to provide high quality teaching & learning experiences for the children.

Teachers are responsible for planning, delivering and monitoring the effectiveness of provision and ensuring pupil progress. There may also be support from a teaching assistant or additional adult.

Facilities for vulnerable pupils, those with SEN or those who are disabled

The school is committed to providing an environment that allows all children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and all the designated points of entry for our school also allow wheelchair access. We believe that St Paul's CE First School has good inclusive practice and have achieved dyslexia friendly full status. We liaise closely with outside agencies such as Autism Outreach and Behaviour Support to ensure all of our children's needs are met.

The school's accessibility plan can be found on the school website.

Allocation of resources for vulnerable pupils, those with SEN or who are disabled

Funding allocations are received annually as part of the schools delegated budget to schools and include specific provision as follows:

- SEN funding
- Pupil Premium funding (see annual report on the school website)
- Additional funding to support pupils with severe and complex needs will be allocated by the Local Authority if the pupils needs meet the specific criteria.

The school has a duty to ensure the needs of all pupils are met from the resources allocated. All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Development Plans.

9. What support will there be for my child's/young person's overall wellbeing?

The school has a commitment to ensuring children's spiritual, social, emotional and physical development. Administration of medicines is in accordance with the school policy

Children's views are voiced through School Council meetings, Individual Education Plan reviews and Annual reviews. Children are encouraged to express their views in the classroom and in school assemblies/worship.

9. What specialist services and expertise are available at or accessed by the school?

Support from specialist services is requested from the Staffordshire Local Authority, Health Service and Social Services as needed.

The school is currently working with the following agencies:

Speech and Language Therapy
Family Support
Autism Inclusion Team
Early Years SENCo
Early Years Forum
SENSS
Occupational Therapy
Educational Psychologists

10. How will my child/young person be included in activities outside the classroom including school trips?

All children are included in all activities whenever possible and in accordance with the school's Inclusion Policy and Educational Visits Policy.

Risk Assessments are always carried out prior to any activity outside the classroom.

11. How accessible is the school environment?

The school is committed to providing an environment that allows all children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and all the designated points of entry for our school also allow wheelchair access. We believe that St Paul's CE First School has good inclusive practice and maintain the standards outlined in the dyslexia friendly school status and The Autism Education Trust standards. We liaise closely with outside agencies such as Autism Outreach and Behaviour Support to ensure all of our children's needs are met.

12. How will the setting school prepare and support my child/young person to join the school, transfer to a new setting or the next stage of education and life?

For children joining our school we arrange pre-entry visits and opportunities for parents and children to meet the teacher.

Excellent transition arrangements are in place for children moving to the local Middle School. The Wolgarston Collaboration of Schools ensures a seamless educational journey for all children from Years 4 to 11. Teachers will liaise with receiving schools for children moving away from the local area. This provides information regarding all areas of the child's development with additional visits planned for children on an individual needs basis.

- Transition considerations are made for children moving between all phases of their primary education.
- Children experience settling in periods to their new phase during the first few weeks of term where their new class teacher can get to know the child.
- Meetings with parents and information regarding this is shared during the summer term
- Children moving to Early years are asked to attend play and staff sessions during the summer term
- Parents/carers of children moving between phases are given relevant information during the summer term and asked to attend a transition meeting.
- Teachers contact, meet and /or visit school to share information regarding pupils prior to their move when children move between settings
- Teacher meet to share information between classes during the summer term prior to transition.
- Additional conversations are held between the SENCo in settings to transition relevant information – meetings can be held with parents during this period.
- Additional conversation can be held with external agencies during the summer term to aid transition.
- Visits to the new setting can be made within school hours and are encouraged for those children with additional needs.
- Any information regarding the next phase of your child's education will be shared with you in the summer term.

13 Admissions

The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

14. How is the decision made about what type and how much support my child/young person will receive?

The class teacher is responsible for identifying, and implementing additional support which could be through a differentiated curriculum and adult support and resources where needed. The SENCO and Outside Agencies will be contacted when needed.

14. How are parents involved in the school? How can I be involved?

St Paul's CE First School values the involvement of parents and encourages parents to be active in supporting their child with support from the class teacher and /or SENCO.

15. Who can I contact for further information?

The Class Teacher would be the first point of contact for parents. The SENCO, Miss Amy Stafford, is also available to support parents and address any concerns or worries. Mrs Richards, the Head Teacher, can also be approached if parents feel that their concerns have not been addressed after talking to the class teacher and/or the SENCO.

- NHS support services - GP: Contact your registered GP

- Special Educational Needs and Disabilities information Advice Support Service (SENDIASS) - <https://www.staffs-iass.org/>
 - Staffordshire Connects (Local Offer): <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
 - Staffordshire Cares Website <http://helpyourself.staffordshirecares.info/localoffer>
 - SEND Family Partnership: 01785 356921 <https://www.staffs-iass.org/home.aspx>
 - Code of Practice for SEND 2014: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
 - British Dyslexia Association: <http://www.bdadyslexia.org.uk/>
 - Equality Act 2010 guidance: <https://www.gov.uk/guidance/equality-act-2010-guidance>
 - Staffordshire Local Advice and Support: www.staffordshireconnects.info
 - Children and Families Single Point of Access' (CaFSPA): 0808 178 0611
 - Staffordshire County Council Single Point of Access: 0300 111 8007
 - Parent Carer Forum: info@staffspcf.co.uk
- Staffordshire County Council's Local Offer is available at www.staffordshireconnects.info and gives details of the services available in Staffordshire

16.Resolving disagreements

The school is committed to resolving disagreements between pupils and the school.

In carrying out of duties, we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The school's Complaints Procedures Policy will be published on the school's website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.