

Introduction

Welcome to St Paul's C of E Primary school's SEND information report. This document gives information about the provision we offer for children with SEND and forms part of Warwickshire's local offer. Details of Warwickshire's Local Offer can be found at

<https://www.warwickshire.gov.uk/send>

Our school is a co-educational, Church of England, Voluntary aided School with approximately 330 children on roll. Through our Christian ethos, we promote the values of Kindness, Courage, Encouragement and being Thankful and Thoughtful in order to create a friendly, caring culture where everyone is valued and accepted.

Our curriculum is designed to motivate and inspire our children to learn, develop lively enquiring minds and instil a lifelong love of learning. We seek to give all children access to a full range of educational opportunities and are committed to offering an inclusive curriculum, to ensure the best possible progress for all our pupils, whatever their needs or abilities.

Our school's SEND policy document is available on the school website. <https://www.saintpaulsschool.org.uk/send/>

The types of Special Educational Needs for which provision is made at our school

A child has special educational needs if they have a significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability, which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

Additional and/or different provision is currently being made in our school for children with a range of needs, including:

- **Cognition and Learning** – children with moderate learning difficulties or specific learning difficulties
- **Sensory, Medical and Physical** – children with; hearing impairment, sensory processing difficulties, epilepsy.
- **Communication and Interaction** – autistic spectrum disorder, speech, language and communication needs
- **Social, Emotional and Mental Health** – children demonstrating attachment difficulties, mental health concerns.

Accessibility

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- single storey building that is accessible to all
- toilet and shower room adapted for disabled users
- wide doors and corridors
- dedicated SEND teaching spaces



SENCo information

All the staff are dedicated to provide our children with the very best education and life experience possible. There are a range of expertise and talents throughout the staff which greatly benefit the children as they move through the school. Together, we work hard to achieve success and we are committed to the development of every child in partnership with parents, carers and the community. If your child has Special Educational Needs and/or disability and you would like to know more about our provision, please contact the school office on 01926 425361 or alternatively email at: admin3371@welearn365.com

SENDCo – Maura Burke

My name is Maura Burke and I have been the SENDCo at St Paul's C of E Primary School for 10 years.

My role at St Paul's includes;

- Coordinating all the support for children with special educational needs and/or disabilities (SEND), and developing the school's SEND Policy to ensure all children get a consistent, high quality response to meeting their needs in school.*
- Ensuring that you are involved in supporting your child's learning, kept informed about the support that your child is receiving and involved in reviewing how they are progressing.*
- Providing specialist support and organising training for teachers and support staff in the school to enable them to best support your child and help them reach their potential.*
- Maintaining the school's SEND register and making sure that there are detailed records of your child's needs and progress.*
- Liaising with all the professionals who may be coming into school to help support your child's learning.*

Assessment and Identification

Early identification of children with SEND is a priority. Our school promotes a graduated approach to assessing, identifying and providing for children's special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum.

All teachers carefully monitor the children's progress on a daily basis as part of the ongoing learning and teaching that takes place in the classroom. Formal progress meetings and discussions take place each term enabling us to track and identify children who require extra support. If the progress a child is making is not as expected (for example progress is significantly slower than that of their peers, is not following previous rates of progress or demonstrates a widening gap between themselves and their peers) then teaching staff will implement additional support.

Additional support is evaluated at regular intervals to ensure that children receive relevant, supportive provision to enable them to make progress. The SENDCo works closely with teachers and support staff to ensure that interventions are successful. These evaluations are used to inform the next steps in provision for each child. Should a child's progress continue to cause concern, the class teacher, in liaison with SENDCo, will arrange to meet parents and discuss their child's needs. During this meeting, additional support will be discussed; this may include accessing support from external services as well as specific SEND interventions.

Most children accessing SEN support who are identified as having SEND have an **IEP (Individual Education Plan)** or **One Page Profile (OPP)** which is reviewed termly (some children may have a different type of plan e.g. **Pastoral Support Plan, SALT Report**). Their **IEP/OPP** contains information about their strengths, needs, appropriate resources and SMART targets that they are working towards.

For further information please see the SEND policy available on our website <https://www.saintpaulsschool.org.uk/send/>

Statutory assessment – Education and Health Care Plans (EHCP)

When a child requires a significant level of support or their learning need is more complex and their academic progress is significantly affected by their high level of need, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan.

The decision to request a Statutory Assessment is made via ongoing consultation with parent/carers, the child, and external support services. The request is made to Warwickshire Local Authority. The process is defined by a specific timescale and statutory procedures.

Please see the Warwickshire website for further information about EHCP and the process <http://www.warwickshire.gov.uk/requestehcassessment>

Provision

Each class teacher plans lessons to take into account the specific needs and preferences of all children in their class, in order to ensure that their needs are met through quality teaching. This differentiation can be seen in a variety of ways:

- Children may be taught in a variety of settings, including; small group work, peer collaboration and one-to-one working with teachers or support staff.
- Content of the lessons including a range of activities suited to different abilities with a range of expected outcomes from individual children
- Teaching style (taking into account that children may be visual, auditory or kinaesthetic learners)
- Pace and format of the lesson
- Provision of alternative recording methods; scribing, use of ICT, mind mapping, photographic evidence
- Materials used and level of support provided

What expertise and training do our staff have to support children with SEND?

All of our teachers are fully qualified and have undertaken additional specialist professional development. This includes Autism training, Thrive training and developments in line with the new Code of Practice.

Each class has access to teaching assistants (TAs), these are allocated according to children's need. All teaching assistants implement additional support for children, including those with SEND.

Within school we have staff trained in: Communication in Print, MOVES, Fine Motor Skills, Makaton, strategies to support children with Attachment Disorder/ASD/PDA, Sensory Needs, Speech and Language therapy, Thrive interventions, Forest school, Lego Therapy, Precision Teaching, Accelerated Reading and Rapid catch-up phonics interventions.

A number of teaching assistants support specific children on a one-to-one basis. We ensure that these TAs are highly supported by external support services who offer advice on support programs, strategies and latest developments.

Examples of intervention and additional support sessions available to SEND children include;

- MOVES – a specialist programme supported by NHS to develop children's gross motor skills
- Occupational Therapy to support fine and gross motor development
- Plus 1 & Power of 2 – daily support to develop basic maths concepts
- Precision teaching/Accelerated Reading – targeted support in reading & spelling
- Drawing & Talking Therapy – a therapy designed to
- Lego Therapy – collaborative working with LEGO to develop problem solving, confidence and social skills
- Thrive interventions – to support children's emotional development and communication.
- ICT skills – using both iPads and laptops to encourage resourcefulness and life-long skills

What resources do we have to support children with SEND?

Our close working relationship with external support services leads to excellent advice and strategies to support children with SEND. We act upon advice received and will implement resources and strategies as required.

This may include;

- Smart positioning of hearing impaired or visually impaired children within the classroom and use of aids as recommended
- Use of laptops and iPads for children with recording needs as well as a range of pencil grips, stationery and writing slopes
- Use of coloured overlays for children with specific learning difficulties.
- Access to movement breaks, wobble cushions, fiddle resources, optimal seating, workstations, dark dens and specified safe places for children with sensory difficulties.

We endeavour to ensure that all classrooms are communication friendly therefore supporting children with a range of SEND needs. This includes use of visual timetables, labelled resources, word walls, word mats, highlighting pens, coloured interactive boards, children have access to individual resources such as; number lines, 100 squares, alternative means of recording, writing frames, cue books, overlays, practical resources/manipulatives, talking tins.

Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision at St Paul's C of E Primary school is analysed and reflected upon as part of the school monitoring and evaluation cycle which would include; analysis of pupil data, regular learning walks, lesson observations and monitoring by the Governing Body. Termly meetings take place with class teachers and the Senior Leadership Team to discuss progress of all children. Additionally, all interventions are monitored and evaluated to assess impact and positive outcomes for all children.

We use a variety of indicators to measure the progress that all children make including; teacher assessments, evidence in books, standardised assessments and for children with SEND, progress towards their individual targets as detailed in their IEPs (Individual Education Plan).

Progress is regularly shared with parents through; termly parents evenings, termly IEP/OPP reviews, progress meetings, informal meetings and end of year school reports. Parents are actively encouraged to speak to class teachers and ask how their child is progressing.

Emotional and social development of children with SEND

As a school we recognise the importance of supporting all children with their emotional well-being and social development. Social and emotional wellbeing creates the foundations for healthy behaviours and educational attainment. We are proud to have dedicated staff that support all children who have emotional needs including those with SEND.

We are a Thrive school, this is an approach which seeks to support the social and emotional development of children and young people. More information can be found at:

<https://www.thriveapproach.com/about-thrive/the-thrive-approach/>

Thrive supports children by helping them to:

- Build positive relationships
- Engage with life and learning
- Feel good about themselves and know that they matter
- Increase their sense of security and trust
- Increase their emotional wellbeing
- Increase their self-esteem and confidence to learn
- Learn to recognise and regulate their feelings
- Learn that their actions have consequences

Different interventions we offer to support Social, emotional & mental health (SEMH) needs:

- *Lego therapy*
- *Life skills*
- *Mindfulness and relaxation strategies*
- *Social skills*
- *Drawing and Talking Therapy*
- *Friendship groups*

Transition

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible. Links with our feeder childcare providers and transfer schools are good due to our close liaison with them.

Transition to our school

As a school, we actively consult with a child's previous settings so that we are fully aware of their needs before they join us and can prepare for their transition. We have an ongoing consultation with teaching staff, support staff and other lead professionals so as to be able to provide the best possible academic, medical and social support for each child. Transition meetings are arranged as necessary with previous setting, parents/carers and external support services. We will work in close liaison with the current setting to create transition books and resources as well as additional transition sessions if necessary.

Secondary transition

When the time comes for children with SEND to move on to the next phase of education, we consult with parents/carers and the children themselves to facilitate a successful transition. All children take part in a carefully planned Year 6 transition program that is delivered in school for 4 weeks during the Summer term. The program is designed to; tackle relevant issues that cause anxiety with regards to transition, build confidence, encourage independence and create a positive transition experience. Depending on the needs of the cohort, the program can include; an additional informal visit to their secondary school where they take photos and can ask questions (where possible), research into their new school to develop a presentation, creation of interview questions for Secondary staff, drama, role play and 'what if?' scenarios, all about me passports, thoughts and feelings discussions, art and visits from secondary representatives. All children take part in a 'Moving up' day where they attend their secondary placement for the day and where necessary additional visits are planned both with and without staff support.

Staff from secondary schools are invited to SEND review meetings in the term prior to their transition. This ensures that all staff are aware of the needs of our children and can make adequate arrangements in readiness for the transition.

Transition between Year groups and phases within school

During the summer term there are transition meetings within school across year groups and phases. Handover meetings take place in which all relevant, key information is shared with the child's new class teacher. This includes sharing of relevant documents and information as stored in Inclusion files. Children with SEND's Individual Education Plans (IEPs) are passed on to new class teachers and each child's needs are discussed in depth. During the Summer term children who require additional support with transition are encouraged and supported to make additional visits to their new class to familiarise themselves with staff and the environment. Where necessary additional transition resources are created alongside the child, for example; transition books that are taken home over the summer holidays.

Useful Contacts



SEND Local Offer

Warwickshire's local offer can be obtained from the Warwickshire website, this details information relating to education of children with SEND as well as local resources and services.

<https://www.warwickshire.gov.uk/send>



Family information service

The Family Information Service offers free support, advice and signposting for all families with children and young people aged 0-25 years

<https://www.warwickshire.gov.uk/fis>



Giving
disabled children
a brighter future

SENDIAS

Warwickshire SEND Information, Advice & Support Service supports parents & carers of all Warwickshire children SEND, whether they are of pre-school age, or in a mainstream or special school.

<https://www.kids.org.uk/warwickshire-sendiass-front-page>

External support services

We are proud of our excellent relationships with external support services.

Should a child require support from an external support service we are able to access advice, information and support from the following agencies with whom we maintain close links;



Connect for Health (School health)

Tel; 033002 45204

<https://www.compass-uk.org/services/c4h/>

SALT

Speech and Language Therapy

Louise Carr

Tel; 01926 400001

<https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/speech-and-language-therapy>

Specialist Teacher Service

Sarah Denstone

Tel; 01926 476600

<https://apps.warwickshire.gov.uk/Wes/services/3302>