

St Paul's RC Primary School SEN Information Report



“There is nothing I cannot master with the help of the One who gives me strength”.
Letter of St Paul to the Philippians. Ch4, v14.

Stockton Borough Council have published their local offer for children and families from 0-25. This outlines what is available for children and young people with SEND in our Local Authority.

All schools are required to provide information to parents on how to seek additional support beyond that which is 'normally available' for their child.

The main aim of the local offer is to enable families to see readily the support they can expect locally without having to struggle to find the information. If there is any information that you would like to know that is not on the website then please do not hesitate to contact Mrs Peacock (SENCO)

- [What are the first steps school will take if SEND are identified?](#)
- [What should parents/carers do if they think their child has SEND? How can they raise concerns? \(This includes contact details including the SENCO\)](#)
- [What intervention is available to all children/young people? How will our school involve children/young people in the assessment process?](#)
- [Further Information](#)
- [Schools complaints procedure](#)
- [How does our school know/identify that children and young people have special educational needs and/or disabilities \(SEND\)](#)

[More information](#)

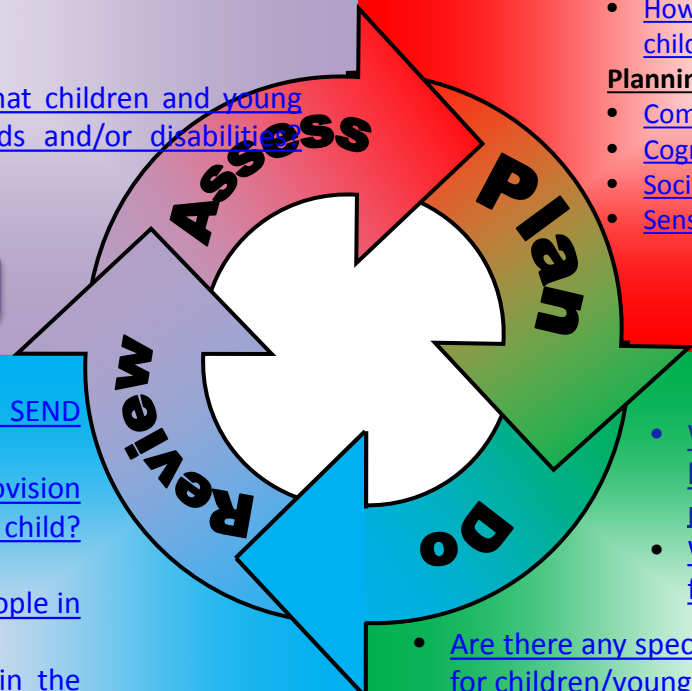
- [How will our school teach and support children with SEND?](#)
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Planning for children within each prime area of need

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- [How often do we review progress of SEND children?](#)
- [How do we assess and evaluate the provision we have arranged for your child? \(effectiveness, outcomes, progress\)](#)
- [How we will involve children / young people in the review of provision](#)
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- [What additional facilities does our school have to support our children/young people?](#)
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- [Are there any specific curriculum adjustments that are made for children/young people with SEND?](#)
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How does our school know/identify that children and young people have special educational needs and/or disabilities? (SEND)

All children's progress, whether they have SEND or not, is monitored closely.

A child's specific needs should be identified as soon as possible and given appropriate help and support. Early identification and attention to a child's SEND reduces the chance of more prolonged or intensive support at a later stage. Performance of children will be monitored by class teachers as part of on-going assessment procedures.

Children whose prior attainment is low enough to cause serious concern will be recorded as having low prior attainment and noted as School Concern.

Parents and Carers will be informed if there is a concern.

The SENCO will maintain a record of children whose prior and current attainment gives cause for concern but whose needs are met within the school's differentiated curriculum planning.

Differentiated planning and assessment records will demonstrate children's progress and value added.

If, after discussion with parents/carers, relevant staff, outside agencies and the child, if appropriate, it is decided that additional provision is required, the child will be added to schools SEND register and an action plan will be drawn up by the class teacher in liaison with the SENCO, the parents/carers and, whenever possible, the child.

Where relevant, and with parents permission, school may seek the advice of an outside agency.

Parents will be kept informed about their child's progress. If any outside agencies are involved then they would usually like to meet with parents to discuss the work they have been doing. This is arranged when convenient with the parent.

What are the first steps school will take if SEND are identified?

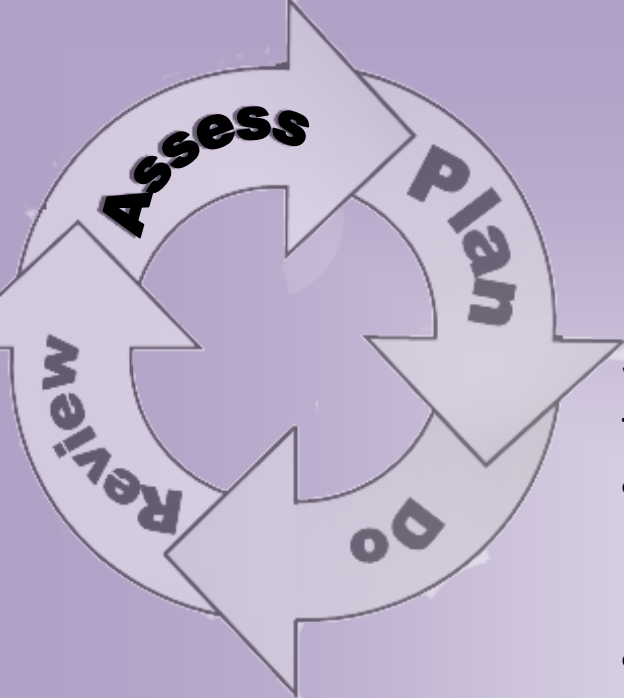
When a child is identified as having SEND the Class Teacher and SENCO will:

Share information with the child's parents/carers

Ensure that parents are kept informed from the start of any SEND provision and notified of any changes.

Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.

Encourage parents to continue to work in partnership with the school.

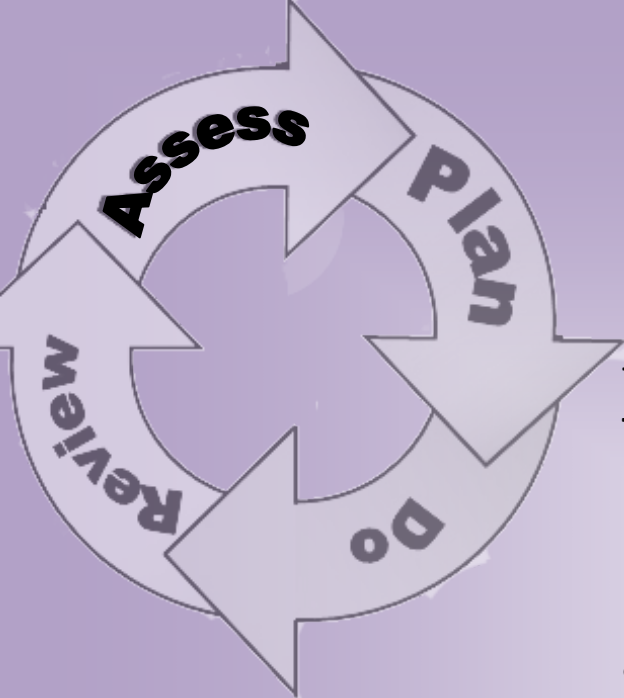


What are the first steps school will take if SEND are identified?

If we think your child has Special Educational Needs then we will discuss with you what action we will take.

This might be:

- Changing the way your child is taught: e.g. giving instructions in a different way, different reading books etc.
- Specific teaching, where appropriate in small groups or 1:1.
- Support from a teacher, teaching assistant or learning support teacher
- Access to specialist Computer programs or equipment
- Referral to other outside agencies (for example a health professional or an educational psychologist)
- We will also place your child on the SEND register and complete a pen portrait for your child outlining their strengths and weaknesses.

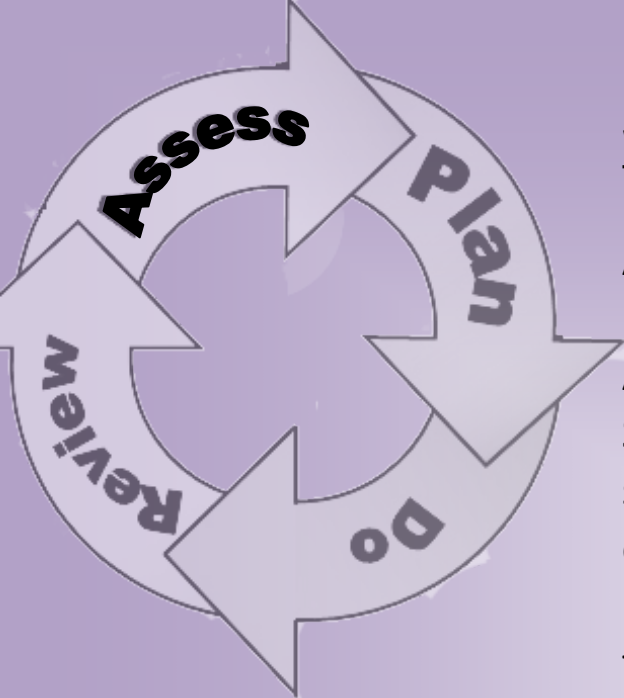


What should parents/carers do if they think their child has SEND? How can they raise concerns?

If you are concerned that your child has SEND please speak to your child's class teacher.

This will then be raised with the SENCO (Special Educational Needs Co-ordinator) Mrs Peacock.

If you would prefer to speak directly to Mrs Peacock, she can be contacted at school, 01642 360022 or a meeting can be arranged with her at the office.



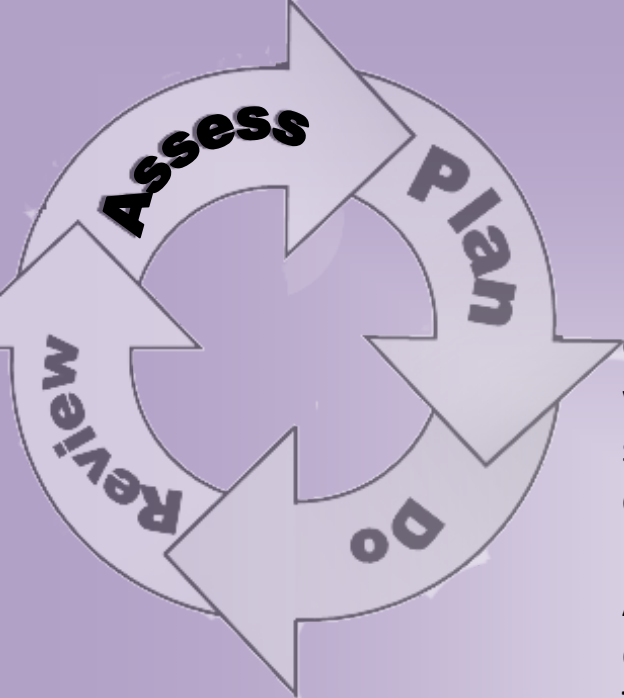
What intervention is available to all children/young people?

At St Paul's:

All children in school have access to quality first teaching. Sometimes we identify children who need to have further support in order to help them learn. We offer a wide range of support to help support a child's learning and well-being. It may be that they only need extra support in one area of the curriculum. The class teacher will identify who needs extra support and how often they will receive it.

The class teacher and/or Special Educational Needs Co-ordinator (SENCO) will discuss with you how often your child receives extra support.

The school Governors also have a role in ensuring your child is supported where necessary. The Head teacher and SENCO report back to the Governing body regularly.



How will our school involve children/young people in the assessment process?

Children have a clear understanding of their individual targets and what they need to do in order to achieve them. These targets are specific to the child – all children have academic targets and some children may also have social targets

All children have an opportunity to meet with their teacher to discuss their personal targets, achievements made and next steps. This also includes monitoring of their behaviour for learning (including reviewing their behaviour, attendance, punctuality and homework).

Some children on the SEND register have an individual SEN support plan which outlines their specific targets.



Further information:

Caroline Fell is our SEND Information Advice and Support Partner. She can be contacted by e-mail SENDIASS@Stockton.go.uk

- Stockton United for Change are the Recognised Parent Carer Forum <mailto:info@stocktonunitedforchange.co.uk>

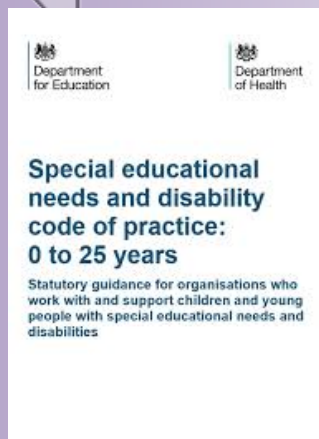
SEND Code of Practice –

for more information please go to

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

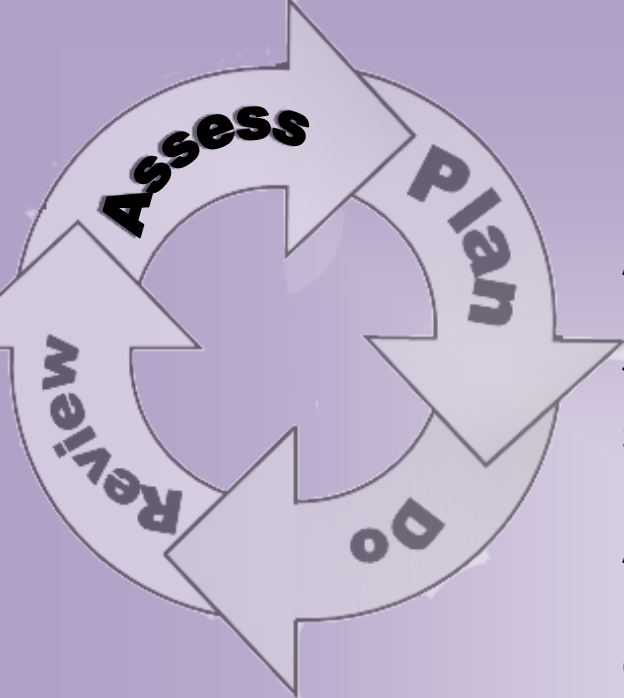
Special Educational Needs and Disabilities: A guide for parents and carers

<http://www.gov.uk/government/publications/send-guide-for-parents-and-carers>



Stockton on Tees – Local Offer - for more information – please go to *(click on the image below)*



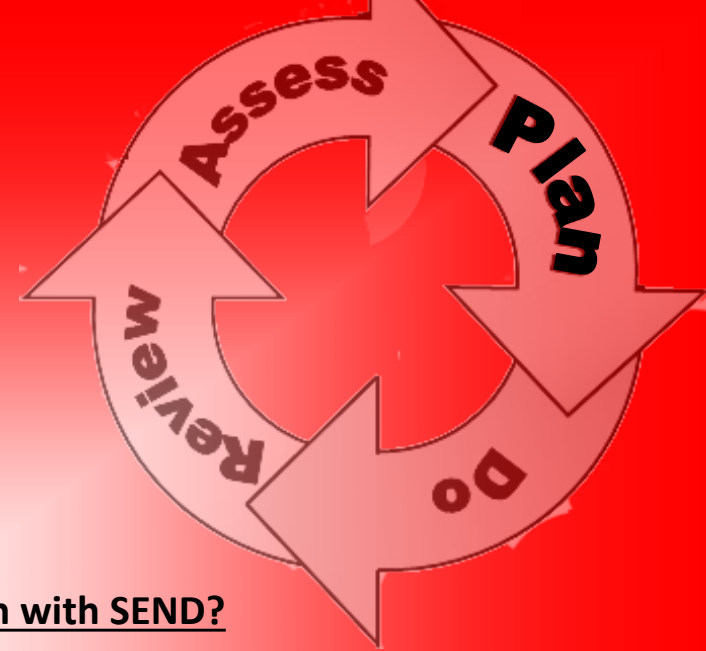


School's complaints procedure

Any complaints with regards to SEND provision should be referred to the Head-Teacher and Governing Body following the complaints procedure established by the school. (Please see school's complaints policy)

Advice and support could also be obtained from our SEND Information Advice and Support Partner, Caroline Fell. She can be contacted by e-mail SENDIASS@Stockton.go.uk

Stockton United for Change are the Recognised Parent Carer Forum <mailto:info@stocktonunitedforchange.co.uk>



How will our school teach and support children with SEND?

Class teachers deliver Quality First Teaching by differentiating their planning, activities and using appropriate resources to support learning to ensure individual needs are met. Intervention programmes are carried out on a one to one basis or in a small group.

The SENCO oversees the programmes monitoring the children's progress. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, coloured overlays, pen/pencils grips or easy to use scissors.

Outside agencies including Occupational Therapy, Speech and Language Therapy, Specialist Learning Team and Educational Psychologists deliver interventions to support children within school. In addition they can train staff on suitable intervention programmes and then oversee the progress the child makes towards their targets.

What expertise does the school and our staff have in relation to SEND?



We constantly update staff on new legislation surrounding SEND.

There are half termly staff meetings with the focus on SEND.
Staff have had training on

- Dyslexia
- Dyspraxia
- Autism
- ADHD
- Attachment disorder
- Team Teach

The SENCO attends regular SEND briefings and updates, and has completed the National Award for SENCOs. (a national requirement for SENCOs to hold)

How does our school ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

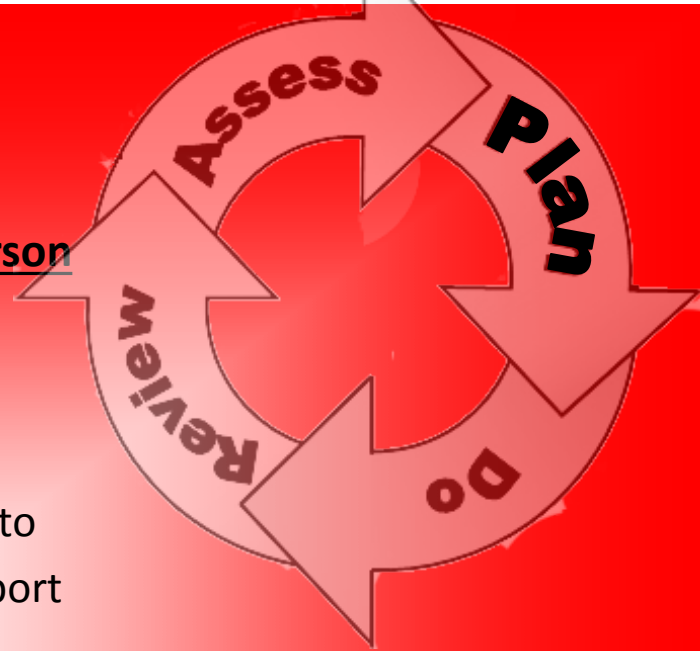


Children's SEND information is given to all teachers and teaching assistants working with the child.

Information includes

- SEND needs –primary and secondary needs
- Child's strengths
- Areas for development
- Interventions and strategies recommended
- Resources and equipment recommended
- Previous and current outside agency involvement
- Dates of key meetings –Annual Review and Transition Guarantee meetings

Class teacher and teaching assistants attend meetings with parents / carers to discuss progress towards targets set out in specific plans. Relevant staff attend meetings with outside agencies to discuss strategies and interventions to support a child in class.



How will our school include parents and the child/young person in planning support?

What role will you play in the additional provision?

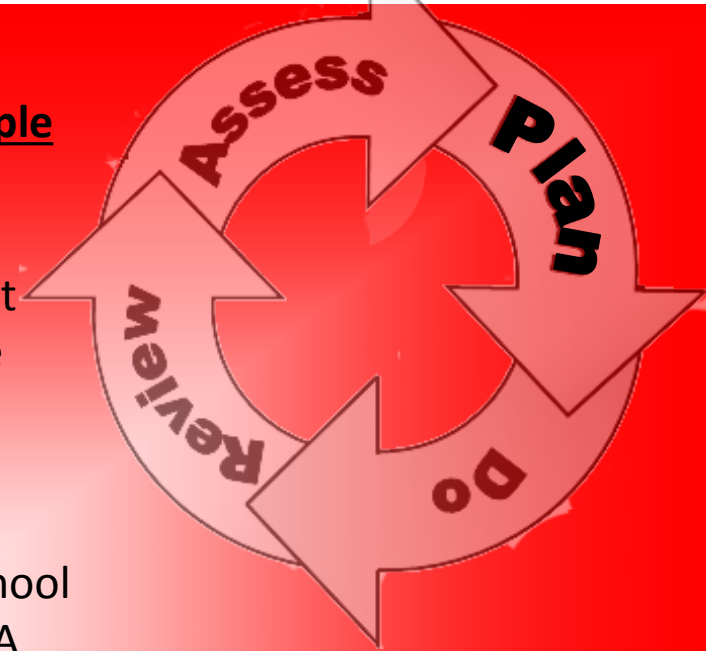
- Parents / Carers of children on the SEND register will be invited to review meetings. At this meeting your child's individual SEN support plan will be shared.
- Your child's SEN support plan will outline the support your child will receive in school and how you can best support at home.
- The class teacher may suggest ways of supporting your child's learning.
- When outside agencies meet with parents / carers and staff they may offer ideas and suggestions on how to support your child at home.

What role will your child play in the additional provision?

- Your child will be encouraged to take an active part in the intervention and will know what they need to do to improve.
- Their views will be sought on how they perceive their learning has progressed.

How does our school plan for transition for children people with SEND?

In respect of pupils with SEND, transfer procedures must include effective communication to ensure appropriate planning and provision by the receiving school.



Children transferring to St Paul's

The SENCO gathers information from previous nursery / school and talks to parents / carers of children joining the school. A gradual transition may be organised by the SENCO.

Children transferring to a new school or secondary school

The SENCO follows the Local Authorities Transition Guarantee process and completes detailed transfer information. This is discussed with the SENCO from the receiving school and includes information on:

- Primary and secondary needs
- Strengths
- Strategies used
- Outside agency involvement
- Assessment –class teacher and outside agency
- Proposed action required

What additional facilities does our school have to support children/young people?

Lessons are differentiated for all learners, including those with SEND, in order for them to access the learning at their level and make progress.

The school has access to a wide range of professionals and outside agencies that we can contact for further support and advice. If we feel that outside agency input would benefit your child then we will have a meeting in school to discuss this with you. A referral would then be made by the appropriate professional.

The school has an Additionally Resourced Provision supporting children across the LA in the area of attachment difficulties and mental health.

We have access to:

Speech and language therapists

Occupational Health therapists

Educational Psychologists

The expertise of our Additionally Resourced Provision

Social Care

Looked after Children workers

Cognitive Behaviour Therapy



What access do our SEND children have to facilities and extra-curricular activities?

The school is accessible to all children and parents / carers with:

A disabled toilet facility

Disabled parking

At St Paul's School all children have the opportunity to take part in a wide range of extra-curricular activities which enable them to learn new skills, improve existing skills and have the opportunity to mix socially with different children.

We have a range of different clubs including, netball, football, art, martial arts, cooking and dance.

We invite individual children to Homework Club where the support of a teacher can ensure Homework is completed in an appropriate environment and to a standard they are proud of.



Are there any specific curriculum adjustments that are made for children/young people with SEND?

At St. Paul's we have a duty to ensure that any child with SEND are identified, assessed and supported throughout their time in school and that their progress is regularly evaluated and monitored within the classroom. They have full entitlement to all aspects of the National Curriculum and we ensure that we enable these children to progress.

Specific curriculum adjustments are made depending on the need of the child.



Who is responsible for delivering specific intervention programmes?

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working

- Teachers assess all children and then plan work accordingly.
- Children's work is differentiated depending on their needs.
- Separate interventions and support out of the classroom are also planned and assessed by the teacher. All interventions are monitored closely to ensure progress is made.
- Additional work may be carried out in a small group or 1.1 with the class teacher or a teaching assistant.
- At St Paul's we have several teaching assistants who are highly trained in a variety of interventions such as:
- Better Reading, Numicon, Read, Write, Inc, Lexia, Toe – by – Toe
- Socially Speaking, 5 Minute Box, Talk Boost, Phonics Play.



What adjustments are made to secure access to activities such as trips and visits, enrichment activities ? And how can parents/carers contact school to discuss specific adaptations?

Necessary adjustments are made so that all children are included in schools visits and enrichment activities.

When planning a trip out of school all parents/carers of children taking part in the off-site activity will be provided with all appropriate information about the intended visit. Parents or carers must give their permission before a child can be involved in any off-site activities.

If your child has SEND (including any medical conditions) you may wish to discuss the school visit with your child's class teacher or the SENCO. A Risk Assessment appropriate to the specific needs of the child may be completed.

You should contact the school for further information.

How does our school encourage parent/ careers to become involved in the additional provision?

- The class teacher may suggest ways of supporting your child's learning.
- Parents / Carers of children on the SEND register will be encouraged to meet and discuss the progress of their child. When an EHCP is in place, annual review meetings are held.
- Multi-agency meetings are held termly, when the support for a family is referred to the Early Help team.
- When outside agencies meet with parents / carers and staff they may offer ideas and suggestions on how to support your child at home, as well as providing recommendations for class teachers to implement to best meet the child's needs.

How often do you review progress of the SEND children/young people?

SEND children's progress is reviewed half termly in line with the school's assessment process.

Each half term teachers meet with the Senior leadership team to discuss all children's progress.

The SENCO monitors the progress that SEND children are making, including a brief overview of the child's strengths, barriers and next steps.

How do you review progress of the SEND children/young people?

Some children's support is outlined in their individual SEN support plan.

SEN SUPPORT PLAN

Agreed long term Outcome:

- 1.
- 2.
- 3.

	Child	Parents	School
Target 1			
Target 2			
Target 3			

Reading	Writing	Maths

Target 1	
Target 2	
Target 3	

Quality first Teaching	
Additional Adult Support	
Additional Interventions	
Pupils	
Parents / Carers	
Equipment	

To be reviewed: _____

Name	PHOTO	Primary Area of Need	
		Communication and Interaction	Cognitive and Learning
		Social, Emotional and Mental Health Difficulties	Sensory and / or Physical Needs
GREAT THINGS ABOUT _____	WHAT IS IMPORTANT TO _____	Child's Views: _____ Sign _____	
What you need to know to support me		Parents Views: _____ Sign _____	
		School's Views: _____ Sign _____	

Before an intervention programme is put in place the children are assessed.

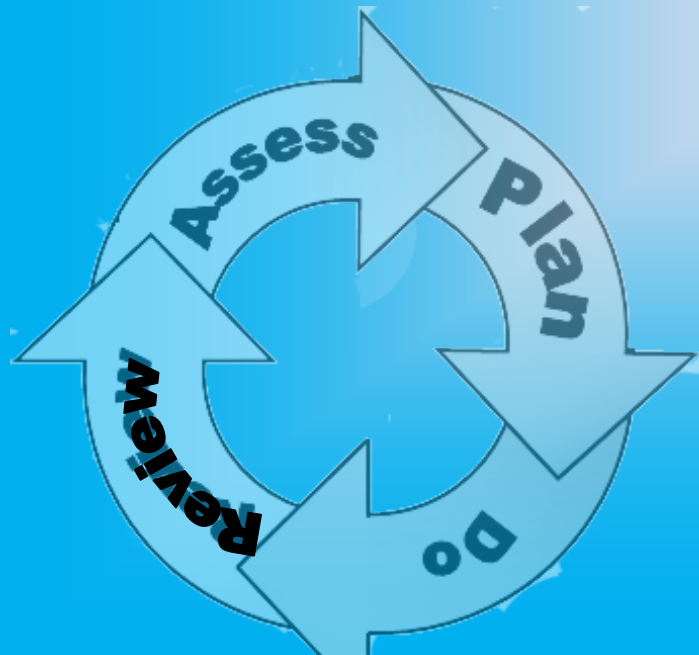
During the intervention regular observation and assessment takes place.

At the end of the programme children are re assessed to look at the progress they have made.

The effectiveness of the programme is discussed with the class teacher and SENCO and if required a further programme is implemented.

How will you involve children/young people in reviewing their provision?

Any additional support provided for children is reviewed regularly. Children are asked to provide their views through discussions with the class teacher / teaching assistant. They are asked to complete 'Your Views Count' booklet, on a half-termly basis which provides the SENCo with the voice of the child and how they view their progress and support in school.



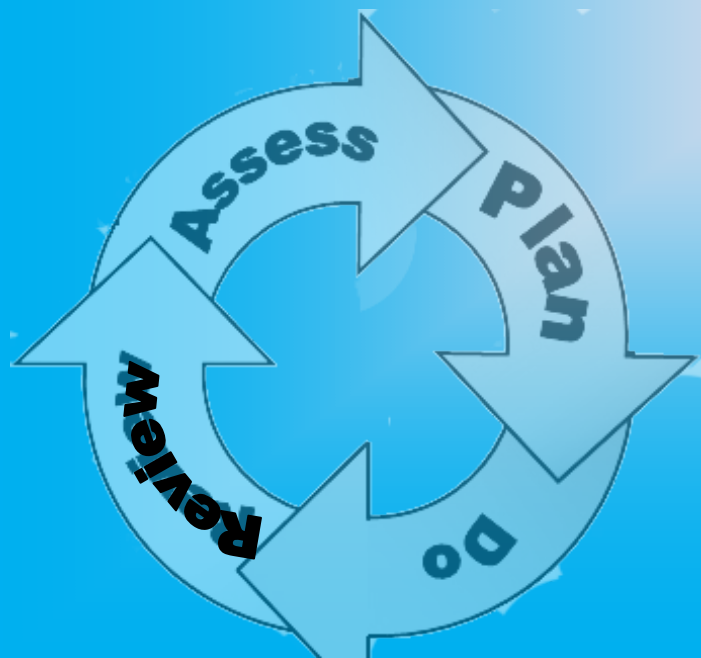
How will we involve parents/carers in the review of provision?

Parents will be kept informed about their child's progress.

If your child is on school SEND register – you will be invited to discuss their progress with their class teacher. Parents will be given the opportunity to review how they feel children are progressing.

If any outside agencies are involved then they like to meet with parents to discuss the work they have been doing. This is arranged when convenient with the parent.

If you would like a further meeting then please contact the class teacher and/or Mrs Peacock (SENCO).



The role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

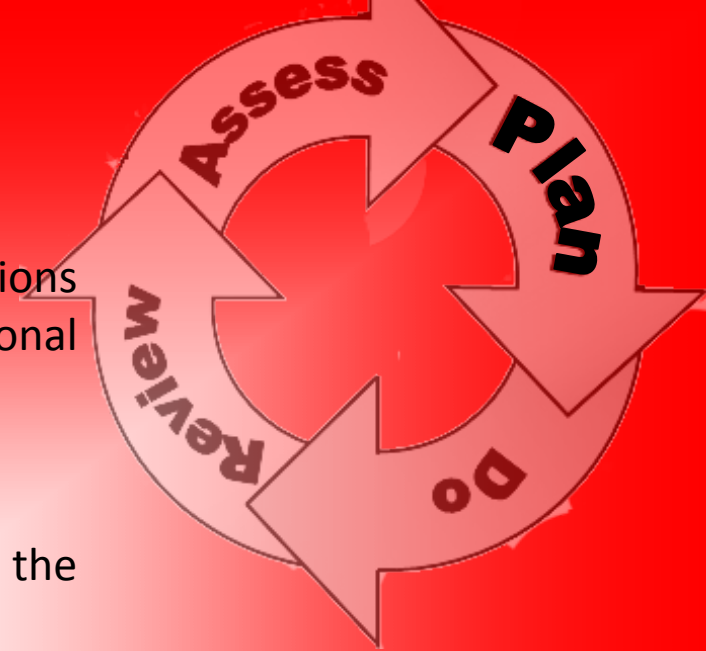
The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

The SENCO reports to the Governing Body on a termly basis and meets regularly with the SEND Governor.



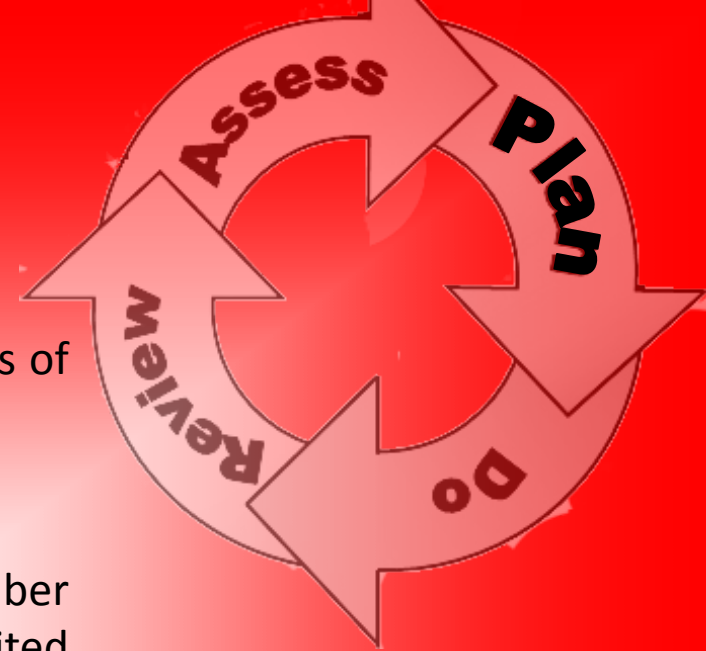
Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care, flexible thinking
- Speech and Language Therapy
- Enhanced access to visual approaches
- Access to low stimulus area within and outside of the classroom
- Flexible approaches to timetable
- Modifications to lunch and/or break times where needed
- Enhanced access to additional aids
- Access technology (use of classroom computers, laptops / tablets)
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Mentoring and/or buddy system
- BLAST (EYFS)



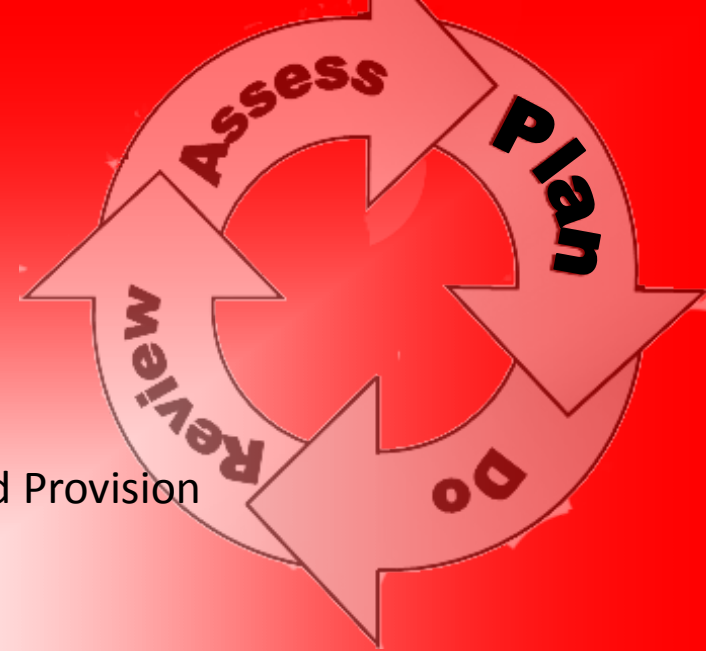
Cognition and Learning

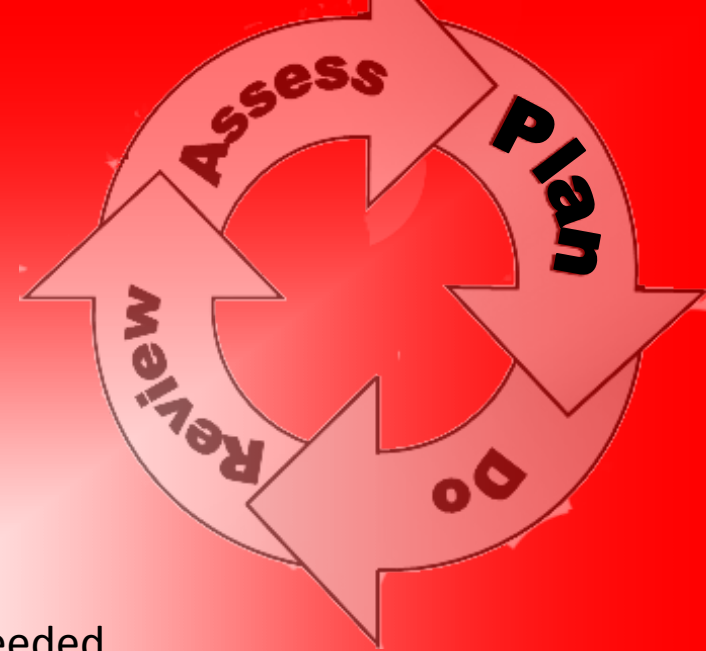
- Curriculum will be adapted to meet the learning needs of the child/young person
- Regular, individually focused intervention
- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, Numicon
- Appropriate interventions to support learning; Read Write Inc (phonic development), Numicon (practical Maths apparatus), Better Reading Scheme, Lexia (spelling), PhonicsPlay.
- Increased access to ICT
- Frequent repetition and reinforcement.



**Social, Emotional and Mental
Health Difficulties**

- The expertise of teachers in our Additionally Resourced Provision
- Specialist Teaching Assistants
- Access to time out/individual work area inside and outside of the classroom
- Mentoring
- Individualised rewards system
- Access to counselling services – CAHMS
- Increased access to additional adults in the classroom
- Alternative curriculum opportunities
- Opportunities to develop Social Emotional Aspects of Learning – PSHCE planning / SEAL





Sensory and/or Physical Needs

- Physical aids to support access as and when they are needed
- Concrete apparatus available to support learning
- Access to support for personal care, intimate care plans
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
- Individual resources (use of ICT)
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- Support provided for out of school activities
- All adaptations to support SEND and / or physical needs are included on children's own individualised care plans and on teachers planning.

