



# St. Paul's Catholic Primary School

## SEND Information Report

Updated: January 2018

	Questions	School Response
1	<p><b>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</b></p>	<p>As a school, we recognise that all children have a range of individual needs. If a child has a barrier to learning that requires extra help above and beyond the realms of classroom differentiation this is identified by the class teacher, working closely with the assessment leader and SENCo. This is typically through observing a child's learning behaviours, following their academic progress and tracking their social development. Should parents have any concerns regarding special educational needs they should initially speak with their child's class teacher. Further details of the graduated response to SEN can be found in the SEN Policy on the school website.</p>
2	<p><b>How will school staff support my child?</b></p>	<p>Many children with an identified SEN will have 'SEND Support Arrangements'. These arrangements are collaboratively written by the parents, class teacher, SENCo and, where appropriate, the child. The arrangements allow us to identify specific areas of development and corresponding targets for your child. These are then delivered by the class teacher and classroom based staff with the SENCo taking an overseeing role. The SEN Support Arrangements identify physical and human resources that will be used to target the child's particular needs. The targets detailed on the SEND Support Arrangements are reviewed with parents at least termly. Any additional interventions are also reviewed termly and amended if not having sufficient impact. The SENCo is also supported by a designated SEN governor who meet regularly to ensure the profile of SEN is maintained.</p>
3	<p><b>How will the curriculum be matched to my child's/young person's needs?</b></p>	<p>Lesson plans cater for the range of children within a class. Consequently each lesson and related curriculum content is tailored to meet the needs of all the pupils in the classroom. In the event that this differentiation is insufficient in improving access to the curriculum, intervention groups are in place to support individual needs. If impact is still low then consideration will be made regarding applying for an Education Health Care Plan (EHCP).</p>

4	<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>	<p>In addition to the normal reporting arrangements, the class teacher and parents meet termly to discuss individual children's provision and review where the children are in relation to previously set targets. These targets are frequently informed by other experts who may advise on the level of progress expected if this is different from their peers. Many of the targets in SEND Support Arrangements can be supported with activities at home. This is discussed and planned at the SEND Support Arrangements review and planning meetings.</p> <p>Every six weeks the class teachers report on the academic progress to the SENCo to allow them to monitor both achievement and attainment closely. This is then reported back to the Leadership Team and SEN governor.</p>
5	<b>What support will there be for my child's overall well-being?</b>	<p>For all our children, their well-being is our primary concern, as emphasised in our mission statement. As a school we are all invested in helping every child reach their full potential academically, socially and spiritually whilst being happy and healthy individuals. Depending on the needs of each child, class based staff and SENCo will provide appropriate support tailored to their individual needs. Any personal care needs are planned for on an individual basis. The storage and administration of medicines is managed by a designated member of staff who would meet with you upon your child starting at St. Paul's to discuss in detail their individual needs.</p>
6	<b>What specialist services and expertise are available at or accessed by the school?</b>	<p>We access a range of specialist services who work with the school to guide and inform our practise. These include Language and Learning Support, Educational Psychology, Behaviour Support, Physical and Sensory Support, CAHMS, Occupational Therapy, Speech and Language Therapy and Home – School Link Worker.</p> <p>All class teachers hold QTS (Qualified Teacher Status). Teaching and Support staff receive weekly training through curriculum meetings.</p>
7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<p>Training is tailored to the individual needs of children and is carried out through performance management and one to one sessions with specialist services. All staff receive weekly training where any updates in SEN are shared. The SENCo and Leadership Team carry out frequent observations of intervention groups and of how pupils with SEN are being catered for in class.</p>
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<p>All activities are accessible to all of our children with relevant planning and appropriate adaptations carefully planned where necessary. All parents are made aware of any educational visits at the beginning of each academic year to allow them the opportunity to be part of the planning process where appropriate.</p>

9	<b>How accessible is the school environment?</b>	<p>In compliance with paragraph 3 of schedule 10 of the Equality Act 2010 and schedule 1 of the Special Educational Needs and Disabilities Regulations 2014 the school has an up-to-date Accessibility Plan that can be accessed via the school website</p> <p>The ground floor of the building is fully wheelchair accessible. There is an accessible changing area and toilet facilities near the main reception and a further accessible toilet next to the studio at the other end of the school. Every classroom is equipped with an interactive whiteboard. One of our classrooms is fitted with the 'Soundfield' speaker system (December 2017) to improve the learning environment of children with hearing impairments. Previously both the visual and auditory environments have been amended to meet the needs of specific children within a class and would be done again as required. Adjustments in the classroom can be made to suit the SEN of individuals where necessary, e.g. booster seats/steps/ramps.</p>
10	<b>How will the school prepare and support my child to join the school, or the next stage of education?</b>	<p>The support put in place for your child during this transition will be driven by their needs. Prior to starting school the SENCo will meet with you to discuss your child's needs and history. The SENCo will also visit your child in their current setting and meet with any professionals there. From here we will all plan together the best way to support your child in joining our school; reviewing the plan regularly to ensure success.</p> <p>When you go on to make decisions about your child's next stage of education we are very happy to support you in the process. Initially, we would seek the advice of experts who know your child well to assist you in deciding which secondary school would be most appropriate for them. From here we would work closely with your chosen school to share as much information as possible to plan for a smooth transition. Previously we have visited secondary schools with parents to help judge the suitability for their child and also accompanied students on orienteering days to bridge the gap between primary and secondary schools.</p>
11	<b>How are the school's resources allocated and matched to children's special educational needs?</b>	<p>Any specific resources outlined in a child's SEND Support arrangements are allocated to address individual needs. Whether the resources be physical or personnel each child's needs are informed by academic progress and social and emotional development to ensure they are allocated appropriately for maximum impact. This process is a continuing, on-going discussion between SENCo, class teacher, parents and the child (where appropriate).</p>

12	<b>How is the decision made about what type and how much support my child/young person will receive?</b>	Quality First Inclusive Practice (wave 1) is clearly defined and is available on the school website. All staff are expected to deliver this. Should additional support be required, this is undertaken after consultation with the SENCo, relevant staff, the child and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. For the small number of children who are not able to make progress despite interventions consideration may be made for an EHCP application. The SENCo oversees all additional support and regularly shares updates with the SEN Governor and Leadership Team.
13	<b>How are parents involved in the school? How can I be involved?</b>	For parents looking to be involved specifically with the development of their child with SEN, we ask that you are full participants in the planning and review process of SEND Support Arrangements. As part of this we will identify specific strategies or work that can be done with your child at home. Parents looking to be involved with the wider school community can do so by accompanying classes on educational visits, hearing readers, assisting in handwriting, becoming an active participant of the St. Paul's Parents Association and supporting the wonderful work that they do.
14	<b>Who can I contact for further information?</b>	If your child is already a pupil at St. Paul's and you have any concerns, please do not hesitate to speak with your child's class teacher.  Should you be considering St Paul's as a potential school for your child, please contact <a href="mailto:info@stpauls-thamesditton.surrey.sch.uk">info@stpauls-thamesditton.surrey.sch.uk</a> for further information.