

St. Paul's C/E Primary School

SEND Information Report

St. Paul's C/E Primary School is committed to offering a high quality education to all our children to ensure they fulfil their optimum potential.

We believe that all children should be given every opportunity to achieve the highest standards possible. The achievements, attitudes and well being of all our children are at the heart of this policy. We want all our children and families to feel they are a valued part of our school community. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We actively seek to remove barriers to learning and participation that can hinder or exclude individual children.

We make equal opportunities a reality by ensuring all groups within our school are included – girls, boys, children with English as an additional language, children with special educational needs, able, gifted and talented, children at risk, looked after children, travellers, asylum seekers and refugees.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class teacher

Each class teacher is responsible for:

Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.

Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Applying the school's SEN policy.

If you have concerns about your child you should speak to your child's class teacher. You may then be directed to the SENCo (the Assistant Headteacher or other senior member of staff.

Special Educational Needs Coordinator

(SENCo) Miss Gemma Crutcher
(Assistant Headteacher)

Please contact the school office

The school's SENCo is responsible for

- Coordinating provision for children with SEN and developing the school's SEN policy

<p>Head teacher : Mrs Maggie Brady</p> <p>SEN Governor: Mrs Helen Bartlett</p> <p>To contact the school please speak to the class teacher or office office@st.pauls.southwark.sch.uk 0207734896</p>	<ul style="list-style-type: none"> ○ Ensuring that parents are: <ul style="list-style-type: none"> ● Involved in supporting their child’s learning and access ● Kept informed about the range and level of support offered to their child ● Included in reviewing how their child is doing ● Consulted about planning successful movement (transition) to a new class or school <ul style="list-style-type: none"> ▪ Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties ▪ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. <p>She is responsible for:</p> <ul style="list-style-type: none"> ● The day to day management of all aspects of the school, including the provision made for pupils with SEN <p>She is responsible for:</p> <ul style="list-style-type: none"> ● Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.
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Assessment, Planning and Review

How can I find out about how well my child is doing?

Termly monitoring takes place by class teachers to identify pupils who are not making progress or who have difficulties which are affecting their ability to engage in learning activities. Termly Pupil Progress meetings allow class teachers, school leaders and SENCo to discuss pupils’ individual needs and how best to meet them.

Following pupil progress meetings, parents and carers of pupils identified as having SEND needs are invited in for a structured ‘SEN Review’ meeting in with the SENCo and teacher. These meetings will occur three times a year, but may be more regular for pupils whose progress is more greatly enhanced by more regular review.

After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and timed, targeted small group and / or individual support to help overcome any difficulties.

This additional support is documented on an SEN Review Sheet, Individual Education Plan or Early Help Plan. In consultation with the SENCO, teachers, parents and children, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

Plans, provision and timetables are updated at least termly and contribute to the whole school provision map. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. Any external referrals or assessments are done after consultation and consent from parents and all outcomes are fed back to parents.

If a child has failed to make adequate progress in Literacy, despite intensive support, we will decide whether it is appropriate to screen the child with dyslexia assessment or with a speech and language assessment from professional experts.

Further external expertise may be requested from the local authority and additional funding may be available dependent on the provision required. Further details about this process will be explained in the LA Local Offer.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements.

What kinds of Special needs for which the provision is made at the school?

The Code of Practice 2014 states that:

- 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.'
- 'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...'

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction - e.g. speech articulation, stammering, speech and language delay, autism

- Cognition and Learning - e.g. global learning difficulties, dyslexia, dyscalculia
- Social, Emotional and Mental Health Needs - e.g. anxiety, depression, eating disorders, obsessive, compulsive disorder, Oppositional Defiant Disorder (ODD))
- Sensory and Physical Needs - e.g. Visual impairment, hearing impairment, sensory needs (e.g. autism), toileting issues, physical disability

Here at St. Paul's, we are committed to meeting the needs of all the children with SEND.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning with increasing independence.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all and to provide good role models.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Interventions

Access to learning and the curriculum

Access to learning support staff

- Each class has a teaching assistant assigned to the class. These staff work with individuals and groups to support children with their class work in Literacy and Maths and enable all children to access their learning.
- Teaching assistants can also offer small group intervention programmes to develop targeted skills

Strategies/programmes to support speech and language

- We have a speech and language therapist in school one day every fortnight. Her role involves assessing and reviewing children and putting individual programmes in place for them. She is then available to advise the teaching assistants who will deliver the programmes on a daily basis. She is also able to meet with parents to discuss progress and support at home.
- We run speech and language groups according to the needs identified across the school and also have individual programmes for pupils with higher needs.
- Where possible, speech and language targets are incorporated in to the planning for individual pupils in to support pupils to generalise their learning.
- Time to Talk Intervention is carried out in Reception.
- Children are encouraged to rehearse and record their ideas in well structured sentences using excellent descriptive vocabulary.

Strategies to support/develop literacy incl. reading

- KS1 organise pupils into small phonics groups based on class teacher's pupil phonic screening.

- Phonic for Literacy (P4L) is used to support pupils with the beginning stages of phonics and is used 1:1 with pupils with identified needs
- Catch-Up Literacy runs throughout KS2. This programme assesses children's gaps and supports their reading, spelling and sentence level work in a ten week intervention that is delivered for 15 minutes, twice a week.
- In KS2, we run Read, Write Inc. for groups and individual pupils.
- Individually tailored support is given by our Learning Mentor to address a range of barriers that may be affecting a pupils' progress in Literacy.
- Parent-Child Afterschool reading club each week supports parents to encourage a love of reading for our most vulnerable learners.
- Our dedicated Pupil Premium teachers in KS1 and KS2 provide intensive Literacy support to pupil's eligible for Pupil Premium, which may include pupils with identified SEND

Strategies to support/develop numeracy

- Pupils with identified Maths difficulties are assessed and their gaps are plugged through intervention and class differentiation. These gaps become targets that are shared in individual pupil plans.
- A time limited small group intervention occur in KS1 and ability grouping supports upper KS2 with smaller groups for the less confident pupils
- MyMaths is used at home and in school to support Maths
- Our dedicated pupil premium teachers in KS1 and KS2 provide group intervention for all pupil's eligible for premium pupils, which may include pupils with identified SEND.

Provision to facilitate/support access to the curriculum

- Teachers offer well differentiated and appropriate learning tasks which extend children's thinking, skills and knowledge.

Strategies/support to develop independent learning

- Training and SENCo support for Teaching Assistants focuses on how to support children while also developing their independence.
- Teachers encourage children to work individually, in pairs and in groups. They develop confidence to share ideas and present their opinions. Children are encouraged to critically assess each other's work and accept and act on points to improve.

Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Our Learning Mentor (Miss Debbie) and PDC lead TA (Miss Georgina) run Speech Bubbles in KS1 aimed at developing speech and language, attention and listening, self-esteem and confidence.
- Miss Georgina leads our Pupil Development Centre (PDC). She has a nurturing, safe space in school where she works with individuals to develop confidence and self-esteem.
- Senior Leaders ensure that pupils have the time and space to reflect and learn from their actions
- SEAL (Social, Emotional Aspects of Learning) is promoted at all levels and pupils are regularly assessed by class teachers against trackers. There are SEAL coaches in Year 6 and SEAL lunchtime clubs for pupils who need extra support.
- The school has a dedicated sensory room which is used to support a nurturing approach in the school.

Strategies to reduce anxiety/promote emotional wellbeing/ prevent bullying(including communication with parents)

- Learning Mentor and TAs work with children to promote their confidence and help them resolve friendship and emotional issues.
- A morning Nurture group before school run by Miss Debbie helps pupils to have a positive and happy start to their day.
- Drawing and Talking and Therapeutic Writing are ten week interventions offered for children with anxiety, emotional issues, pupils who have experienced bullying.
- The school has a dedicated sensory room which is used to support a nurturing approach in the school. This space can be used as a safe space for children to learn social skills, develop relationships and discuss issues that they might have.
- SEAL Coaches work with pupils in Year 6. They support pupils who are vulnerable and may be anxious about SATs and the forthcoming transition.
- The Inclusion Team support the school with a transition programme in the summer term for Year 6 pupils and work with individuals.
- Our Learning Mentor coaches and supports parents and pupils in flexible ways where it is deemed appropriate
- Solution focused Inclusion meetings occur regularly where issues/concerns about pupils are discussed.

Strategies to support / modify behaviour

- The Pupil Referral Unit successfully supports children with behaviour and emotional issues.
- Pastoral Support Plans are put in place for pupils at risk of exclusion
- Reward charts
- Buddy system

Support/supervision at unstructured times of the day including personal care

- Lunchtime club is run by Miss Georgina and Miss Rita. This is for pupils who may find lunchtimes challenging.
- A school Buddy system has been effective in supporting pupils in school
- Staff are made aware if there are any self-care needs that need attending to.

Planning, assessment, evaluation and next steps

- The school's cycle of reviewing and reflecting ensures that children's progress is monitored carefully before the setting of new targets.

Increasing accessibility - getting about/tests

Access to strategies/programmes to support occupational /physiotherapy needs

- Occupational therapy or Physiotherapy programmes can be delivered in school and are regularly monitored and reviewed.
- Better Move On, a ten week intervention has been used to support pupils with identified Gross motor skill difficulties in KS2

Access to modified equipment and ITC

- Where appropriate children have access to equipment to enable them to more successfully access the curriculum. Specialised equipment includes: Sloped writing desks, sit n' move cushions, Communication in Print, Sensory Room, coloured overlays and Laptop access.

Year 6 SATS assessments

Test Access Arrangements for some pupils additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Inclusion Manager can inform you about eligibility for these arrangements at Year 6.

Please refer to our Accessibility Plan for more detail on how we adapt our provision to promote full participation for all.

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- **Educational Psychology**
- **Occupational Therapy**
- **Autism Support Team**
- **Speech and Language**
- **School Nurse**
- **Specialist dyslexia teacher**

Access to Medical Interventions

- Where necessary, children's medical needs are catered for through care plans devised with the school nurse and a pen portrait is drawn up to ensure staff are made aware.
- Staff are trained every year to support any specific needs such as epipen training and diabetes

Intimate Care/Toileting Needs

- The school has a toileting policy that sets out procedures that should be followed to support children who have toileting issues.
- Children with toileting needs in Nursery, Key Stage 1 or 2, will have a toileting plan that is discussed and agreed with parents

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Parents are consulted about their child's needs and the parents' viewpoint is taken into account before referral to outside agencies or any other formal assessments undertaken above those which are taken by all children.
- Parents receive copies of all reports and assessments and are always offered the chance to discuss the report with SENCo or class teacher.

Agency	Description of Support
<ul style="list-style-type: none"> • Educational Psychology (E.P) Service Our attached Educational Psychologist is: Emma read	A Common Assessment Framework Application (CAF) can support an application for E.P support. Our E.P support through observation, consultation, assessment, training and attendance at multi-agency meetings. We discuss the application of Education Health Care plans with the E.P who helps us with the process.
Speech and Language Therapy	School may refer (through a CAF) as required and implement recommendations following specialist assessment. The school can access NHS Speech Age language for children in Nursery and the school has its own private speech and language therapist who works in the school for one day each fortnight.
School Nurse	
Occupational / physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	
Southwark Information, Advice and Support Team sias@southwark.gov.uk 02075255104	The aim of this service is to ensure parents of children with additional needs - including the very young - have access to information, confidential advice and guidance. TO BE OMITTED!
Specialist Dyslexia Teacher	The specialist Dyslexia teacher will do a detail assessment on a pupil to screen whether they have Dyslexia. This assessment will then be shared with teachers and parents and will support differentiation and support.
Education for Children in Care 0845 600 1284	This oversees and monitors provision for children who are in the care of the Local Authority
Voluntary agencies	Contact a Family offers support for vulnerable families.

What is an Education Health Care Plan?

If a child has severe special needs then the school or the parent/carer may decide to request a Statutory Assessment. If the Local Authority feels that the needs of the child require it, they will produce a document called an **Education Health and Care Plan (EHC plan)**, prior to Autumn 2014 they produced a document called a 'Statement'. All Statements will eventually be transferred into EHC plans. An EHC plan or a 'Statement' will specify the child's learning outcomes and what provision must be put in place to meet the child's needs. Sometimes (but not always) additional funding is provided to enable the needs of the child to be met.

EHC plans and statements allow parents to consider sending their child to a 'Special School'.

If the school and parent feel that a statutory assessment is needed, the Inclusion Leader undertakes to provide the school evidence and relevant documentation, which will then be sent to the Local Authority, in accordance with Local Authority procedures.

During the time that these procedures are being followed, the Class Teacher, Inclusion Leader and specialist will continue to try to meet the needs of the child through personalised planning.

The writing of EHC plans will be completed in consultation with parent/carers, the Inclusion Leader and a representative from the Local Authority.

My child has an ECH plan/statement. What happens next?

The provision set out in the EHC plan will be put into place by the school. A formal Annual Review Meeting, involving the Inclusion Leader, Class Teacher, Parent/carers and any specialists involved with the child will be held annually. Pupils when appropriate are invited to attend part of the annual review meeting or to offer their views regarding their progress if they do not feel comfortable to attend in person. All relevant parties will be contacted and invited in writing to the review meeting. They will be invited to send reports detailing the child's progress. At this meeting new targets are agreed for the year ahead. Copies of all reports discussed at the Review Meeting are sent to the Local Authority, parent/carers and other attending parties by the Inclusion Leader. The presence of a Local Authority representative will always be requested at key times of transition (e.g. Reception, Year 5).

If there are significant changes in the child's circumstances between the normal dates for the Annual Reviews, an additional Review Meeting may be called.

I think my child needs an EHC Plan and I disagree with local Authority decision. What do I do?

If parent/carers are not in agreement with a decision made by the Local Authority they can access **Mediation services or apply to SEND Tribunal** to contest the decision and resolve the disagreement. Information regarding mediation services and SEND Tribunal will be provided to parents by the Local Authority on application for a statutory assessment.

What extra- curricular activities can my child participate in?

Children with special needs including those with Statements do attend after school clubs. The school provide a wide range of extra-curricular activities that are available for children who attend the school.

Please ask the office for a list of afterschool clubs

We believe strongly that pupils with SEND should have equal access to school trips and extra-curricular activities. We may support this by: (TO BE ADDED)

- Using a reduced, adapted or modified time-table
- Use of social stories, visuals.
- Regular contact & liaison with parents
- Transition meetings
- Risk assessments
- Team Around the Child (TAC) or Family (TAF) meetings
- Use of additional adults to support

Considering support from the family

Transition

How will the school help my child move to a new class / year group or to a different school?

Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:

When Transferring from class to class.

During the Summer term the children have a transition timetable where they get to spend an hour for each of four weeks with their next teachers in their new classrooms. Class teachers meet regularly and swap classes to enhance their knowledge of the children. SEN transition review meetings take place with the current and next teachers for more vulnerable pupils. Where appropriate, pupils may have a photobook to take home over the summer to reduce their anxiety about the changes to come.

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

In year 6-7 transition

The SENCO and/or class teacher will attend meetings to discuss specific need of your child and the nature and level of support which has had the most impact.

On some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

We also have staff with specialised expertise and qualifications in school including:

- National Qualification for SENCOs (Miss Crutcher)
- Makaton training
- Autism training
- Read, Write Inc.
- Catch Up Literacy
- Thrive
- Pupil Development Centre
- Speech Bubbles

Funding

How is funding used to support children with SEND?

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

In addition, the Local Authority delegates specific funding to schools to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children’s prior attainment. This money is used to meet the additional needs of SEND children within the school.

This money is used in a variety of ways and provision can take a number of different forms.

Money is spent to support SEND children by providing:

- Additional allocation of Human Resources to support in classrooms or to
- Deliver interventions or
- Enrichment or booster activities after school
- Purchase of additional resources and interventions (e.g. speech and language therapy, computer technology)
- Purchase of additional training
- Additional assessment (e.g. Educational Psychologist)
- Adaptations to the building.

How is funding for children with statements/EHC plans spent?

Support is provided for children with EHC plans or Statements as specified in their EHC plan or Statement of Special Educational Needs. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

Formerly, the Local Authority provided additional funding for children with Band 3 or 4 Statements. The statements set out the provision that was required to meet needs and then the school organised the appropriate provision using this funding to pay for it. Children with band 5 6 or 7 statements do not have additional funding allocated to them. The school decides the appropriate allocation of funding to support these children's needs using delegated funding mentioned above.

The school will now expected to finance the first £6000 of any future EHC plan from the SEND budget. An EHC plan may also have attached to it additional 'top up' funding. This will be a figure determined by the local authority that will be provided to ensure the provision set out in the EHC plan can happen. For example, a child may need additional allocation of speech and language therapy.

Pupil Premium

Pupil premium funding is also available to meet the needs of children entitled to Free School Meals or who are Looked After. 6 monthly Personal Education Plan (PEP) meetings for Looked After children will consider the provision and funding required to meet their needs.

Use of funding/allocation of resources

Each class has a teaching assistant that assists the learning of pupils has directed by the Teacher and Inclusion Leader. The Inclusion Team also support the needs of SEN pupils and this support is reviewed regularly.

External Agency/Specialist Provision

The school currently purchases the support of a Speech and Language Therapist one day each fortnight for school age pupils. For Nursery age pupils, St.Paul's access NHS speech and language support for Nursery age pupils.

The school purchase support from the Early Help Locality team, which includes access to an Educational Psychologist, Education Welfare officer, Family Support Worker, Social Worker and Autism Support Service. Referrals can be made to the Early Help Team when further assessment or support is required for children. To supplement this, the school purchase support from a private Educational Psychologist.

The Common Assessment Framework (CAF) is used by the Inclusion Leader, Home-School Liaison officer and Learning Mentor and others when necessary to assess the needs of individual children and make appropriate referrals for specialist support. Most of these referrals are sent to the Early Help Locality Team.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families. We will actively support the establishment and maintenance of close links with all agencies working with children.

What If I want to make a complaint?

We hope that we can deal with complaints quickly and positively. We have a complaints policy that you can refer to should you feel that your complaint is not being dealt with.

Mission Statement

St. Paul's is a voluntary aided Church of England School for children aged 3 to 11.

St. Paul's Primary School is first and foremost a Church of England foundation which strives to offer all pupils, staff, parents/carers and friends the experience of a living, caring and worshipping community. We aim to work in partnership with family and parish communities, complementing and supporting all on their faith journey.

We are concerned with the development of the whole child: spiritually, intellectually, socially, emotionally and physically. Therefore whilst the school provides for a broad and balanced curriculum to meet the needs of pupils of all abilities, a major aim is to enable all pupils to develop an understanding of themselves, of others and of society in general.

We are committed to an equal opportunities policy and will stand firm in the rejection of all prejudice. We strive to develop a community where mutual respect reigns, where value is placed on social and cultural diversity, where personal standards of behaviour and work are high and where all grow to recognise their responsibilities, both to themselves and to others.

The intention of the policy is:

- All concerns or complaints will be dealt with honestly, politely and in confidence
- All concerns or complaints will be investigated thoroughly, fairly and as quickly as possible. (Please see Complaints Procedure)
- The school's attitude to a pupil will never be affected by a parental/carer complaint
- All staff will be made aware of this policy and the accompanying procedure
- Equal rights will be given to the person complained against and the person making the complaint
- The school will avoid directly involving pupils in a complaints procedure
- The school will regularly review its system for monitoring concerns and complaints received from parents
- The school will make every effort to keep to timescales, however some flexibility must be allowed to meet particular circumstances

Advice for Parents/carers:

If you have a concern about anything we do you can tell us by telephone, in person or in writing. If any of these are difficult for you, a friend or adviser can speak to us on your behalf.

Most concerns or complaints will be sorted out quickly either by addressing the issue or by explaining the school's actions to you.

Try to go to the member of staff involved or your child's class teacher who will either deal with your issue or pass you onto someone who is more able to help.

Please remember the beginning or end of the school day can be a very busy time. If you talk to a teacher at these times, for practical reasons, it may not be possible to sort things out there and then. Be ready for the teacher to say she or he will telephone you or see you as soon as possible. This is because we want to give your worries the attention they deserve. You should not be asked to wait more than a week and often she or he will discuss things with you much sooner.

If you have already told us about a concern but are not satisfied with how we have responded, you may wish to make a complaint.

We have a complaints procedure to make sure we respond to complaints in the best possible way. Our aim is to resolve complaints as quickly and as effectively as possible.

The complaints procedure will tell you exactly what will happen and how long it should all take.

Complaints Procedure

These stages are in line with guidelines provided by Southwark Diocesan Board of Education.

Informal Stage

Discussion of concerns with class teacher.

If not satisfied parents/carers may ask to discuss concerns with the Headteacher. An appointment can be made via the school office – 02077034896.

If still not satisfied parents/carers may make a formal complaint in writing to the Headteacher. If they wish, parents/carers may complete a Complaints Form, available from the office, in preference to a letter.

Formal Stage

On receipt of a formal complaint the Headteacher will investigate.

The Headteacher will notify the outcome of the investigation to the parents/carers, saying that if they are not satisfied, they may send a written complaint to the Chair of the governing body.

The Chair of the governing body will then investigate.

The Chair will send a written summary of findings to parents/carers together with his/her decision.

If the parents/carers are not happy with the Chair's decision they may ask for the matter to be referred to the governing body's Complaints Committee.

Following a referral by the Chair of Governors, the Complaints Committee considers the complaint by listening to all parties involved, and reaches a decision; the parents/carers are informed of the decision. The committee's decision is final.

Some matters, such as Safeguarding (child protection), are the responsibility of the Local Authority rather than the governing body. The Headteacher will clarify this for parents/carers during discussion in the Informal Stage.

Please refer to the complaints policy in the Policies section. Here you will find a complaints form that you can use.

What if I am worried about my child being bullied at school?

At St. Paul's, bullying is not tolerated and we work hard to eliminate bullying as quickly as possible. School leaders carefully monitor behaviour and record and respond to any instances of bullying that are flagged up by pupils. The charity, Kidscape, are working with us to both train staff to understand and to support groups of children to both recognise and know how to respond appropriately to bullying.

Please contact the school if you are concerned about this.

Anti- Bullying policy

We all have the right to be treated with respect and fairness and we should treat others how we would like to be treated.

Adults should show children how to treat others with respect.

At St. Paul's we celebrate differences and diversity and we challenge stereotyping and prejudice.

We all work together at St. Paul's and do not tolerate any form of bullying.

Bullying is behaviour that is physically and/or emotionally harmful to all involved. It can lead to low self-esteem, low confidence, depression, anxiety and physical harm.

What bullying/harassment looks like –

Physical; pushing, punching, pulling hair, knocking/barging into, hitting, kicking, beating someone up and ganging up on someone, bending fingers back, biting, head-butting, twisting skin and wrists.

Verbal; name calling, insults, offensive language, making fun of someone, talking/gossiping about others, threats, threatening call, text messages or notes and sexual comments, racist comments, cussing, looking someone up and down, mimicking them.

Indirect; refusing to work with someone, excluding or moving away from someone in an obvious way, pestering, following, looking at a person in a threatening way, stealing or taking and hiding or damaging property/belongings, looking people up and down, kissing your teeth, rolling your eyes, cutting your eyes and staring at people to try to unsettle them.

FURTHER INFORMATION about support and services for pupils and their families can be found in:

Web link to:

Southwark Local offer

- <http://localoffer.southwark.gov.uk/>

The SEN Code of Practice:

- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Southwark Information, Advice and Support Team

sias@southwark.gov.uk

02075255104

The aim of this service is to ensure parents of children with additional needs - including the very young - have access to information, confidential advice and guidance.

Contact a Family offers support for vulnerable families

0808 808 3555

<http://www.cafamily.org.uk/>

Parent Carer Council

Website: <http://www.southwarkpcc.org.uk/>

E mail: info@southwarkpcc.org.uk

Tel: 0207 525 1106

Southwark Carers run the ADDitude Group - a group is aimed at carers of children with autism and behavioural problems, featuring regular speakers and training sessions.

Runs second Wednesday of each month, 11.00 to 12.30. For details: Call Joseph on 020 7708 4497.

Website: <http://www.southwarkcarers.org.uk/>

E mail: southwarkcarers.org.uk

Tel: 020 7708 7799

KIDS London SEN Mediation Service Telephone: 0207 359 3635

www.kids.org.uk

This is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

ADDISS The National Attention Deficit Disorder Information and Support Service. This service provides information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Telephone: 020 8952 2800

www.addiss.co.uk

The ADHD Foundation supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD.

Telephone: 01512372661

Southwark Autism Support is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present.

Telephone: 020 7771 3491

www.nas-southwark.com

Email: southwark@nas.org.uk

Scope is a national disability organisation whose focus is people with cerebral palsy, offering early years, education, and independent living and employment opportunities for disabled people.

Telephone: 08088003333

www.scope.org.uk

Email: response@scope.org.uk

Small Steps provide a supportive environment for parents of children with Cerebral Palsy and other forms of motor and sensory impairment. Parents are able to meet others sharing similar experiences, and can attend workshops that inform parents, giving them a platform for discussion and to socialise.

Telephone: 0208704 5935

www.smallsteps.org.uk

Email: info@smallsteps.org.uk

Down's South London (DSL), is a parent run charity based in Peckham that provides a free, unique early intervention therapy service to local children with Down's Syndrome.

Telephone: 020 7701 9521

Email: gundy@dircon.co.uk

Down's Syndrome Association (National) offers information and support on all aspects of Down's Syndrome.

Telephone: 03331212300

www.Down-syndrome.org.uk

Dyslexia Association of London offers support and information to parents, teachers and adults on dyslexia/specific learning difficulties. It also offers a befriending service.

Telephone: 020 8870 1407

Dyspraxia Foundation is for parents of a child with dyspraxia who want to talk with other parents/carers in the same position.

Telephone: 01462454986

www.dyspraxiafoundation.org.uk

Email: dyspraxia@dyspraxiafoundation.org.uk

The National Deaf Children's Society (NDCS) is a charity dedicated to creating a world without barriers for deaf children and young people, believing that deaf children can do anything other children can do, given early diagnosis and the right support from the start, as well as involving them in decisions that affect them at as early an age as possible.

Telephone: 08088008880

www.ndcs.org.uk

Email: helpline@ndcs.org.uk

Resources for Autism provide a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Telephone: 020 8458 3259

www.resourcesforautism.org.uk

Email: liza@resourcesforautism.org.uk

Royal London Society for the Blind (RLSB) supports blind young people & kids to live life without limits. **Telephone:** 01732592500

www.rlsb.org.uk

Email: enquiries@rlsb.org.uk

Young Minds provides information and support for anyone worried about a child or young person's behaviour and mental health, providing information about the symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.

Telephone: 08088025544

www.youngminds.org.uk

Email: parents@youngminds.org.uk

Council for Disabled Children (CDC) aims to make a difference to the lives of disabled children and children with special educational needs, by influencing Government policy, working with local agencies to translate policy into practice and producing guidance on issues affecting the lives of disabled children.

Telephone: 02078431900

www.councilfordisabledchildren.org.uk

Email: cdc@ncb.org.uk

Southwark Young Carers Project A young carer is anyone aged 18 or under who helps to look after a relative who has a disability, illness, mental health condition, or drug or alcohol problem.

Telephone: 02077036400

www.actionforchildren.org.uk

Southwark Siblings for those living in Southwark, aged between 6 and 14, who help look after a brother or sister with a disability, giving them a chance to meet other siblings, make friends and share experiences, the chance to have fun and take part in activities through attending small groups and ongoing regular meetings outside the family home, also a regular newsletter.

Telephone: 02077012826

www.kids.org.uk/Event/southwarksiblings

Email: Natulie.woods@kids.org.uk

Family Action ADHD Specialist Service A project offering home visiting, telephone support and

an 8-week “Managing ADHD Group” programme to support the families of children aged between 5 and 12 who have been diagnosed with ADHD; detailed information pack (provided on the home visit), offering further information about the diagnosis, some useful resources and explaining all the services available including Southwark specific services and online resources. Referrals come from any statutory or voluntary agency or self-referral. It is a free and confidential service.

Telephone: 07923103243

Email: corinne.turner@family-action.org.uk