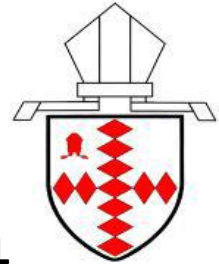




**St PAUL'S (C OF E) PRIMARY SCHOOL**



## **SEND information Report**

**Faith – Hope – Love**

### **The categories of SEN that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

### **Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on from previous settings and Key Stages. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes for the child, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting current provision at St Paul's or whether something different or additional is needed.

## **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Working with other agencies**

St Paul's is supported by a number of agencies in Southwark and in the local area. These agencies use their specialist knowledge to support children, staff and parents. When a number of agencies are working with a child, they will share information at Team Around the Child (TAC) Meeting to ensure the best provision is being provided.

Agencies currently working with St Paul's:

- Educational Psychologist

- Sunshine House Child Development Centre
- Speech and Language Therapy
- School Nurse
- Hearing Impaired & Sight impaired Advisory Teachers
- CAMHS (Child and Adolescent Mental Health Support)
- Summerhouse Pupil Referral Unit

### **Supporting pupils moving between phases and preparing for new schools**

We will share information with the school or other setting the pupil is moving to.

EY to KS1: Reception children have directed play in the KS1 playground in the Summer term to ensure safe use of new equipment and boundaries for this area.

KS1 to KS2: There is an additional TA in this phase of the school to support children who may need it in moving to KS2, this may be behaviour and/or learning related

KS2 to KS3: Children in Year 6 have induction at their new secondary schools, for some this is one or two mornings and others a whole day.

Some children, where appropriate, may have a Transition programme, which will include additional visits and a personalised information booklet, set for them at St Paul's by the SENCO. This is carried out on an individual basis.

### **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Phonics
- Reading
- Maths
- Behavioural/Emotional Support
- English as an Additional Language
- Speech and Language

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **Additional support for learning**

We have a team of teaching assistants who are trained to deliver interventions and support pupils on a 1:1 basis and in small groups as necessary.

### **Expertise and training of staff**

Our Inclusion Lead and SENCO hold the SENCo Award qualification, have extensive experience in this role and have worked as class teachers.

Together, they are allocated 5 days per week to manage SEN provision.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 6-8 weeks from a baseline.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Holding TAC meetings to review actions for child

### **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. If deemed necessary, appropriate risk assessments would be carried out.

All pupils are encouraged to go on our Year 6 residential trip.

All pupils are encouraged to take part in sports day, school plays, special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **Support for improving emotional and social development**

Children with SEN are supported by our Learning Mentor and Play Therapist.

Support is planned, as appropriate, in the playground, in the classroom and in group/individual sessions

We have a zero tolerance approach to bullying.

**Contact details for raising concerns and for details of support services for parents of pupils with SEN**

Deputy Headteacher & Inclusion Lead: Mrs Catherine Gadd or the SENCO: Miss Marie Case  
Southwark Local Authority provides full information and support around its Local Offer and attached services. See their website: <http://localoffer.southwark.gov.uk/>  
Telephone 020 7 525 5000

The Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership) offers parents support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions. Telephone: 0207 525 3104  
[sias@southwark.gov.uk](mailto:sias@southwark.gov.uk)

In the event of an SEN complaint parents are encouraged to follow the Complaints Policy found on the school's website. At the informal stage of a complaint please contact the Inclusion Lead. A paper copy of the Complaints Policy can be obtained from the school office.