



## St. Paul's Church of England Primary School – SEN Information Report 2022-2023

St. Paul's Church of England Primary School is an inclusive school, which strives to put the needs of all pupils at the centre of everything. Upon entry their class teachers monitor all pupils continuously, this information is communicated to the school SENDCo to ensure that provision is appropriate and that all pupils are making progress. The range of support identified by St. Paul's and external agencies is tailored to the needs of the individual.

### The Local Authority Local Offer

Since the publication of The Children and Families Act in September 2014, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. This is referred to as the 'Local Offer'. The intention of the Local Offer is to improve choice and provide transparency regarding provision for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Local Authorities Local Offer can be found at:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

### The School SEND Information Report

This utilises the LA Local Offer to meet the needs of pupils with special education needs as determined by school policy and the provision that the school can meet.

### Your child has a Special Educational Need or Disability. What can St. Paul's offer?

At St. Paul's, we embrace every child as an individual and understand that their educational needs can be different. The questions below provide information about the Local Offer how your child will be supported.

### Whom do I talk to about my child's SEND needs?

**The SENDCo: Mrs C Snashfold – [charlotte.searles@st-pauls-swanley.kent.sch.uk](mailto:charlotte.searles@st-pauls-swanley.kent.sch.uk)**

Responsible for:

- Developing and reviewing the school's SEND policy.
- Monitoring progress of students with SEND alongside the Senior Leadership Team.
- Liaising with outside professionals supporting children.

- Updating the SEND register (a system for ensuring that all the SEND needs of pupils in the school are known) and making sure that records of your child's progress and needs are met.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is getting.
- Involved in reviewing your child's progress.

**The Executive Headteacher – Mr B Hulme**

Responsible for:

- Overseeing the SENCo and class teachers in ensuring your child's needs are met.
- Keeping the Governing Body up to date about all SEND issues.

**The SEND Governor: Mrs H Wilder**

Responsible for:

- Ensuring the necessary support is given for any child with SEND who attends the school.

**What are the different types of support available for students with SEND in our school?**

**Class teacher input, via quality first teaching**

The teacher has the highest possible expectations for your child and all pupils in the class. All teaching is built on what the child already knows, can do and understands and different styles of teaching are in place so all children can be fully involved in learning within the classroom environment.

Specific strategies are used in the classroom to support children's learning following the Mainstream Core Standards and the class teacher carefully checks on all children's progress and will assess gaps in understanding / learning and any additional support required to help them make the best progress possible.

**Specific group work**

Interventions may be run by the class teacher, teaching assistant, SENCo or another trained designated member of staff.

**Specialist groups run by outside agencies**

Where a need has been identified a child may access:

- Local Authority Services
- Play therapy
- Counselling

- Educational Psychologist
- Speech & Language Therapist
- Volunteer agencies

**What could happen:**

You may be asked to give your permission for the school to refer your child to a specialist professional e.g., Educational Psychologist, Speech and Language Therapist or the Specialist Teacher Service.

This will help the school and you to understand your child's needs better and enable us to be able to support them effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

**How can I let the school know that I have concerns about my child's progress in school?**

If you have concerns about your child's progress, you should speak to your class teacher initially. If you continue to be concerned that your child is not making progress, you may wish to speak to the school SENDCo.

**How will the school let me know if they have concerns about my child in school?**

If your child is identified as not making progress or having an identified need in school, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.
- Meet with you on a termly basis to discuss your child's progress at termly meetings.

**How is extra support allocated to children and how do they progress in their learning?**

The headteacher decides on the deployment of resources for SEND in consultation with the school governors based on the requirements of needs in the school.

The SENDCo and Senior Leadership Team discuss all the information they have about SEND in the school, including:

- The children getting extra support already.
- The children needing extra support.
- The children who have been identified as not making as much progress as would be expected.
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From this information, they decide what resources/training and support is needed.

The school identifies the needs of pupils with SEND through pupil progress meetings held with the class teacher and SENDCo. Through these meetings the needs of all pupils in each class are discussed. Any child who is receiving extra support will be tracked and recorded on the class provision map so that the impact of interventions can be measured. The provision maps highlight all support given within school. It is reviewed termly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible

## **Who are the other people providing services to children with SEND in the school?**

### **School provision**

All teachers are responsible for teaching all pupils within their classes. Teaching Assistants work in a supporting role in all classrooms, and they may deliver interventions throughout the school.

### **Local Authority provision delivered in school**

Specialist Teacher Service

### **External agency support delivered in school**

Educational Psychologist

Speech and Language Therapist

Counselling

Play therapy

### **Health provision delivered in school**

School nurse

### **External expertise and support**

Alternative educational provision

SEN support services

Social work

## **How are the teachers in school helped to work with children with SEND and what training do the teachers have?**

Teachers are trained in child protection, the understanding of the SEND Code of Practice and the recognition of different areas of need within SEND. Further training on the different categories of need is updated yearly, this includes, dyslexia, dyscalculia, ASD and ADHD.

### **How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will endeavour that your child's needs are met. Teaching assistants work with the class teacher's planning to ensure that lessons are adapted through questioning and appropriate resources. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted daily if needed to meet your child's needs.

### **What support is on offer for you as a parent of a child with SEND?**

Parent's evenings occur on a termly basis and parents are welcome to contact the SENDCo for updates on their child's progress. The SENDCo will provide all parents with the opportunity to meet on a termly basis and advice from external agencies will be shared with parents and staff as appropriate.

### **How will we measure the progress of your child in school?**

Your child's progress will be continually monitored by their teacher. Their progress will be formally reviewed by the SENDCo, class teacher and headteacher every term in maths, reading, writing and GPS following end of term assessments. The progress of children with an education, health care plan will be formally reviewed at an annual review with all adults involved with the child's education. The SENDCo will also check that your child is making progress within any individual work and in any intervention group they take part in. Progress meetings for each class are held on a termly basis.

### **How is St. Paul's accessible to children with SEND?**

The school is a one storey building and is accessible via ramps or steps. Corridors are white, wide, well-lit, and bright.

### **How will your child be supported when joining the school? Leaving the school? Or changing to another year group?**

Extended transition is provided for identified vulnerable pupils in Year 6 transferring to secondary school. Reception staff visit feeder pre-schools and nurseries in the summer term. New reception children and parents are invited into school in the summer term to ensure a smooth transition, including parent meetings and the children spending some time in the class.

### **What support will there be for my child's overall wellbeing?**

All pupils are supported by their class teacher and allocated teaching assistant. Close liaison between all members of staff ensures the wellbeing of children is always high on the agenda and discussions between the class teacher, SENDCo and SLT identifies pupils who may need extra support. Pupils with medical needs/significant health condition will have a health care plan to record and monitor their needs being met at school. We safeguard the wellbeing of all children and staff training is provided to ensure there are first aiders available to deliver and record the necessary treatment.

### **How will my child be included in activities outside the classroom?**

All pupils with additional needs are encouraged and supported to be fully involved in all areas of school life. All clubs and trips are open to all children and individual arrangements can be planned to ensure they are able to participate. For pupils with medical/physical needs a care plan will be discussed and set up between the school and parents. For children with SEND the school and parents will discuss the best way to support the child.