

St Paul with St Luke CofE Primary School

Special Educational Needs Report and School Offer

What kind of school is St Paul with St Luke C of E School?

We are a one form entry primary school with a maximum of 240 places for children from nursery to Year 6. Our current Ofsted rating is good. We are an inclusive school which can make provision for children with a wide range of special educational needs (SEND) within a mainstream context.

Our vision and aims

Our vision at SPSL is for every learner to have skills to achieve their full potential; we wish for our school community to be inspired to become learners for life. SPSL is safe and stimulating learning space, which encourages children to be creative thinkers.

We aim for our vision to be fulfilled by providing a supportive and accessible setting for all children, enabling them to strive for high standards of learning.

SPSL is guided by 6 values which include: celebrating individuality, life-long learning, being caring and respectful, taking responsibility, being spiritual and reflective, and working together. All 6 values guide our professional practice and feed into our broad, balanced and differentiated curriculum and also our positive behaviour system.. We endeavour to equip our pupils with the skills and attitudes to do well in life and make a contribution to society.

How do we ensure that you and your child have a voice?

Our school uses a Pupil Centred approach to teaching and learning. We believe that it is imperative that children and parents are listened to and have a role in understanding and forming the provision at our school. With support, children attend and make a significant contribution to their parent teacher consultations, which are conducted in child-friendly and child-centred language. During this process the children help to form their own targets, allowing them to help identify their strengths and areas of difficulties.

Children with special educational needs may also design with their teachers a Multi Educational Plan (MEP), which focuses on child friendly targets. This plan describes the outcomes that we hope to achieve and the support and strategies that will put in place to

do so. The class teacher, parent and child devise strategies to help the child to achieve their targets. They are then reviewed at the parent consultations.

Parents are invited to attend parent consultations each year and are welcome to request more regular meetings with the class teacher and the Special Needs Co-Ordinator (SENCO).

This way we hope that all children feel that adults value their needs and encourage active responsibility from everyone involved, including the child.

How will St Paul with St Luke's C of E school know if your child needs extra help?

On entry into nursery, the class teacher and a teaching assistant from the class will complete a home visit. They will spend time with the parent and child finding out any concerns including medical needs. The class teacher may then refer the child to the local children's centre to work with them over the summer if the child has additional needs that they can help with. If a parent thinks their child has special educational needs the class teacher will inform the SENCo and a plan for action will then follow.

Shortly into the new school year, class teachers meet with the SENCo to discuss any learning, social, emotional, behaviour or health concerns they might have for the pupils in their class. If then agreed with the family, a plan of action will follow.

If concerns arise during the year, the SENCo will contact the parents for a meeting to discuss a more detailed plan and the possibilities of collaborative work with external services in education, health or social care. Parents and children are central to planning and where appropriate, will discuss concerns and agree further action and support together.

As a result, the class teacher will be then advised by the SENCO to modify or adapt their teaching in order for the child to access learning in a different way, or the SENCo may recommend an intervention to support a child in a key area, or perhaps a classed based booster activity.

What should you do if you think your child has a special educational need or a disability?

If you have a concern about your child, you can raise this with your child's class teacher or directly with the SENCO. Mollika Treen is the school's SENCo. During this meeting, action will be agreed and a time to review the action will be made.

Parents of any child with educational needs may contact the parents Advice Centre (PAC) for independent support and advice. They can be contacted on 02073640242.

How does the school help children with special educational needs?

When a child is having greater difficulty in their development and learning than most other children, we will put something additional or different in place in order to support them in doing their best to achieve.

At our school, we have a range of ways in which we support children with special educational needs. It's of great importance that the children and their parents are included in making decisions about the support they receive.

Together with parents, we will identify the area of difficulty and then agree a programme of support that will target the area identified. This is then recorded on an MEP (Multi Educational Plan). The school, the child and parent will discuss the targets and strategies to be put in place. Then progress is reviewed termly as well as informal discussions with the adults who work with the child during the year. This is a cycle of practice known as Assess-Plan-Do-Review which means that annually there is a cycle for class teachers, the SENCo and Headteacher to review the needs and progress of individual children.

How do we adapt the curriculum to teach children with special educational needs?

Our Teaching and Learning Policy values differentiation. This means each class will work on the same topic but activities and questions teachers ask are matched to the ability of the child with particular resources to help a child achieve. All teachers are expected to make sure that all children in their class or group can access and learn from the lessons they teach. For example, some children will have 1:1 adult support for part or all of the day. Some children will use specialist ICT equipment to aid their learning.

How much and what kind of support will my child receive?

All children who have special educational needs have their needs met to the best of the school's ability with the funds available. We have a team of TAs who are funded from the special educational needs and disability budget and who support in class and deliver

programmes designed to meet groups of children’s needs. The budget is allotted on a needs basis. The children who have the most high level and complex needs are given the most support.

What happens if my child isn’t responding to the interventions and support offered by the school?

If your child continues to have significant difficulties, further external expertise may be requested. Additional funding may be available dependent on the provision required.

At our school we work together with several professionals to support our pupils with special educational needs:

	Communication and Interaction	Cognition and Learning	Social, mental and emotional health	Sensory and physical needs
Services available	<p>Speech and language therapist – 1 day a week</p> <p>Language intervention programmes led by specially trained teaching assistants.</p> <p>Phoenix Outreach Service (supporting children with a diagnosis of autism)</p> <p>Language and Communication Team</p> <p>EYFS speech services</p>	<p>Educational Psychologist- Twice a term</p> <p>Learning intervention programmes led by specially trained TAs</p> <p>Specific Learning Difficulties Team</p> <p>Stephen Hawking Outreach Service – supporting pupils with severe learning difficulties</p>	<p>Attendance Welfare Advisor</p> <p>Learning Mentor – full time</p> <p>Place2Be councillor – 2 days a week.</p> <p>Behaviour Support Team</p> <p>Child and Adolescent Mental Health Service (CAMHS)</p>	<p>Occupational Therapist – as needed</p> <p>Fizzy Skills programme</p> <p>Occupational Therapy</p> <p>Physiotherapy</p> <p>Visual Impairment Team</p> <p>Hearing Impairment Team</p>

The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

What training do the staff supporting children with additional needs receive?

There is an on-going professional development programme throughout the school year which addresses all areas of SEND in the school. Regular training opportunities are planned each term. This includes whole school training on SEND issues such as ASD and speech and language difficulties. Individual teachers and support staff attend training courses both internally and externally that are relevant to the needs of specific children in their class. Teaching assistants will meet regularly with the SENCo for in house training.

What support will there be for my child's overall well-being?

'We believe that every child is special and that all children should be equally valued in school and thus strive to eliminate prejudice and discrimination; an environment where all children can flourish and feel safe'. We will work closely with families to achieve this for all pupils.

We have a clear and strong behaviour policy and anti-bullying policy which we refer to regularly with children. Children are encouraged to reflect upon the school values when resolving conflicts.

We have two Place2Be councillors who works in our school one and half days a week, a learning mentor who works with children in and out of class, our educational psychologist and behaviour specialist. They work with the teachers to enable children to develop effective learning behaviours and build positive relationships.

Where children need more individualised support with behaviour, class teachers and members of the Inclusion Team will consider what could be done and may put individual behaviour support plans in place. When this is needed we will talk together with parents and children, discussing what might be having an impact on the child's behaviour. If appropriate, we will seek advice from an outside agency.

How does the school manage the administration of medicines?

The school has an allocated school nurse who visits the school. Parents can book appointments with the school nurse via the school office. Care Plans are written for children with medical conditions. Staff have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical conditions. The school has qualified first aiders and staff trained to deliver emergency first aid care including paediatric first aiders in EYFS.

How do we make the environment accessible for pupils with mobility needs?

All children are entitled to quality first teaching and the class teacher is responsible for working with the child and providing a curriculum which fits the child's needs.

Most of the school's classrooms are fully accessible for children with mobility issues. There are accessible ramps into ground floor classrooms. The grounds of the school are wheelchair friendly. There is a disabled toilet with a changing couch in the Reception area.

In school, we have a range of equipment designed to support the development of the children's coordination and motor skills in class but if any child needs additional equipment we will get this through specialist services for example Occupational Therapy.

How will my child be included in activities and school trips?

For trips or outings we will always plan to include children with special educational needs/or disabilities. This includes our residential trip in Year 6. We use a portion of our budget to make sure that any support needed can be provided. If any medicine needs to be administered throughout the day, it will be taken on the trip. A trained first aider will administer this. We will always consult with parents/carers where suitable before arrangements are finalised.

How do we prepare children for starting and leaving St Paul with St Luke CofE primary school?

We know that joining a new school or moving to secondary can be an exciting and an anxious time for both children and parents especially for some children who have special educational needs.

Coming into Reception

We have close working relationships with other pre-school providers and services in the local area and we ask them also to visit to help prepare children who will be joining our school. All children are invited to an open morning and are observed in their nursery, or if this is not possible at home. The local children's centre has weekly stay and play sessions in our school hall for all children 0-4, this includes new children starting. The new children are then able to get used to playing with other children who are also due to start and their new environment.

Transition from Reception to Year 1

Children will be given the opportunity to visit their new classroom several times before the start of the new academic year. The PSHCE scheme supports the transition in the last half term by concentrating on transition and gives children opportunities to talk about any worries and concerns they may have.

Moving school

If your child is moving to another school, we will contact the school's SENCO and ensure that they know about any special arrangements or support that needs to be made for your child. We will ensure that all records about your child are passed on as soon as possible.

Moving class

When a pupil moves to a new class at the end of the year, transition meetings are held with the child, teacher and current learning support assistant. The present and future staff then meet to handover information, observe and spend time with the child.

Primary to secondary transition

For children leaving us at the end of Year 6, a transition programme takes place throughout the year in conjunction with the Place2Be. A specialised intervention will be planned for the Summer Term which is led by the Place2Be counsellor. The school's SENCO will liaise with the SENCO at the child's secondary school and invite them to attend the child's Annual Review meeting. Additional transition visits will be arranged if appropriate and are supported by the use of social stories and 'All About Me' books. All records will be passed onto the new school.

Who can I contact for further information?

- Your child's class teacher.
- The SENCO, Mollika Treen.

A senior member of staff: Lauren Sharpe (Deputy Head teacher) and Nicola Horton (Head teacher)

Our offer to children with special educational needs and disabilities was prepared on 21/07/17

It will be reviewed on 21/07/18