

# St Paul's Catholic Primary School

## SEND Information Report 2023 - 2024



### **St Paul's Catholic Primary School's Mission Statement**

From the youngest to the oldest, we are enabled to flourish in God's love, grow in faith and, with the guidance of the Holy Spirit, work to fulfil our God given potential.

Our school family works together to support and challenge one another; each individual is valued and encouraged to appreciate their own unique worth and supported to achieve academic success.

St Paul's reminds us: 'Let all that you do be done in love.'

## **St Paul's Catholic Primary School**

We pride ourselves on being a relationship focused school. We will always work with you and your child to support them to achieve the very best they can at St Paul's Catholic Primary School. We value the input that parents make to their child's education and aim to work together to provide the best possible support for your child. From time to time, children may need extra support with their learning and this booklet will inform you of the types of support available for your child at St Paul's Catholic Primary School. It will help you understand who can help and how this support can be accessed.

### **Questions that you might want to ask:**

#### **What is meant by the term 'having a Special Educational Need'?**

A child or young person has SEND (Special Educational Needs and Disabilities) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (SEND Code of Practice 2014)

The four broad areas of need are:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health difficulties
- 4) Sensory and / or physical needs

This means that a child may need additional support in order to access learning, such as:

- specialised resources to help them with their learning
- differentiated, individualised activities
- targeted Interventions
- support to take part in all school activities
- access to outside agencies (if required)
- an Individualised Learning Plan which will be shared with parents and will state the child's personalised targets

The following link provides detailed guidance for parents and carers on this definition and also on how the new SEND system will support children and young people with SEN or disabilities.

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

## **What do I do if I think that my child has a Special Educational Need or Disability?**

We encourage you to share any concerns that you may have about your child as soon as possible. You can contact the following members of school staff through Class Dojo or by contacting the school office on 01752 365459.

**Class teacher** - The majority of children with a Special Educational Need can have their needs managed by the class teacher. At St Paul's, every teacher is a teacher of SEN. However, it may be necessary to have meetings with the SENCo as well as the class teacher at times throughout the year.

**SENCo** - Mrs Barnes is the Special Educational Needs Coordinator (SENCo). If you have any concerns regarding your child's learning she can be contacted directly via; s.barnes@plymouthcast.com, on Class Dojo or an appointment by telephoning 01752 365459. Mrs Barnes maintains overall responsibility for pupils with SEND.

Mrs Gill, Miss Buscombe, Mrs Barnes and class teachers work closely together and with outside agencies, if necessary, to guarantee the learning, care and safety of all children in our school.



**Out of school** - Plymouth Information Advice and Support for SEND (PIAS).

Plymouth Information Advice and Support for SEND (PIAS) provides information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area.

PIAS provide parents and carers of children with SEND with:

- support at meetings
- support around education and training issues. Information provided is impartial and confidential.

Contact: <https://www.plymouthias.org.uk/>

### **Plymouth Local Authority Local Offer.**

Local authorities must set out in one place the provision available across education, health and social care for children and young people who have SEN or are disabled. The Plymouth online directory provides welfare, health and social care information for families living in Plymouth. <https://www.plymouthonlinedirectory.com/plymouthlocaloffer>

### **How do the staff at St Paul's Catholic Primary School identify children who have special educational needs?**

- Class teachers through internal assessments – such as end of term tests, daily learning and observations of children learning, will identify children as needing extra support in specific areas.
- In addition, the progress of all children is reviewed termly at Pupil Progress Meetings. At these meetings any children who are not making progress or have made slow progress are identified, so that future support can be planned for them.
- All additional support and interventions (extra group sessions) are reviewed every 6-8 weeks to make sure progress is being made.
- All staff in school attend our SEN Review meetings, which are held twice a year.
- When a teacher has a concern they will discuss this directly with the SENCo.
- Parents can contact the classteacher or SENCo about any concerns they may have about their child.
- Mrs Foweraker is our Learning Mentor, along with Mrs Smith, our Emotional Literacy Support Assistant, will help share their worries and anxieties. Children may ask to see them and in this way, they may identify themselves as having emotional and social needs.



Mrs Foweraker



Mrs Smith

- Other professionals working with the family or child may alert the school.

## **How will the school let me know if my child has special needs?**

- The class teacher will talk to you, if we identify any concerns.
- Concerns will be shared with you and you will be invited to a meeting with any relevant staff.
- If it is necessary then an Individual Education Plan (IEP) will be created detailing your child's needs, desired outcomes and the support or interventions necessary for your child to achieve those outcomes. The class teacher will also ask your child for his / her views. Where appropriate, the plan will include your involvement as a parent to support your child's progress at home. You will be invited in regularly to review the plan and your child's progress towards the outcomes.

## **What support is available for children with special educational needs in our school?**

- All teachers have the highest possible, yet realistic expectations of all children. They are responsible for the teaching and learning of all children in their class.
- Teaching is personalised and built on what your child already knows, can do and can understand.
- Resources are personalised for the child.
- Small group work or individual work for:
  - Literacy
  - Maths
  - Social skills
  - Motor skills
  - Emotional literacy support (managing emotions, self-esteem, friendship, anxiety and bereavement)
  - Speech and Language work - we have a qualified Speech and Language therapist in school one day each week.

## **What help from other agencies outside of school can St Paul's Primary School access?**

The school has access to a range of external agencies that can provide additional support or advice in order to meet the child's needs. You will always be consulted before a referral is made. Parents can also seek advice from the school about any referrals they would like to make. These agencies include:

- The Communication and Interaction Team (CIT)
- NHS Speech and Language Therapists (SaLT)
- The Educational Psychology Service
- School Nursing Service
- Health Visitor
  - Child Development Centre
- Multi-Agency Support Team (MAST)
- Child and Adolescent Mental Health Service (CAMHS)

- Educational Welfare Officer
- Barnardo's
- Social Care
- Learning Mentor
- Art Therapist
- Plymouth Information Advice and Support Service (PIAS)

### **What training or specialist expertise do staff at school have to support children with SEND?**

To ensure our staff have the skills and knowledge to support children with SEN, there is a programme of ongoing training. Some school staff have been trained to provide specialist support. Where a training need is identified and the expertise not present, the school is committed to ensuring that training is promptly addressed. Training is offered both in house and through outside agencies.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. We can also refer to advisory teachers who can visit and train the relevant staff if there is a child in the class with specific needs.

### **How do parents/carers and children with SEN share their views and concerns?**

- We value the relationships we have with parents and recognise the importance of working together to secure the best possible outcomes for all children. Teachers are available at the end of every day to discuss any concerns or to book a meeting.
- We have regular parent consultation meetings with class teachers where targets, support arrangements and progress are discussed.
- Individual Education Plans (IEPs) are reviewed with parents and children at least three times per year.
- Annual Reviews are held for children with an EHC (Education, Health and Care) plan.
- Children's views are heard at School Council meetings and through Pupil Voice interviews.
- Children are supported in participating in their Team Around Me (TAM) meetings.
- Parent views are collected through surveys and questionnaires

### **How will the school evaluate the effectiveness of provision for children with SEN?**

- The effectiveness of SEN provision is monitored throughout the year.
- Children's progress against their targets on their Individual Education Plan (IEP) is monitored by the classteacher, parents and SENCO.
- In addition, the Headteacher, SENCO and members of the School Leadership Team will monitor the progress children with SEND are making in reading, writing and maths on a termly basis. Alongside this, they will look at how successful the SEN provision has been in securing this progress.

- Regular book looks and lesson observations will be carried out by the SENCO and other members of the School Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

### **How accessible is the school for my child with SEN?**

As a school we are happy to discuss individual access requirements. To read the 2023-2025 Accessibility Plan please click [here](#).

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

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips, including residential and when appropriate reasonable adjustments, such as additional staff are deployed. Parents are consulted to ensure full participation and active engagement of all children. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

We appreciate that changes to routine may be difficult for some children with SEND so, where appropriate, we will also prepare the child for the trip by explaining what will happen, how they will be helped and remind them how to ask for help on the day.

### **How are pupils with SEND and their families supported when they join or leave St Paul's Catholic Primary School?**

#### ***At the end of Primary School***

- When a child leaves at the end of the primary school the SENCO and class teacher will communicate with the receiving SENCO of the school they will be attending. Information about the child's needs and provision is passed on.
- Some children with SEND may require additional visits to their next school. This is known as an enhanced transition. Mrs Barnes and the receiving SENCO will arrange this.

#### ***If your child is moving to another school:***

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book to support them to understand moving on, then one will be made for them.
- Additional visits to the school may be arranged.

#### ***When moving classes in school:***

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher. Support staff meet together to pass on detailed information about the needs of individual children in their care.
- If your child would be helped by a book to support them to understand moving on, then one will be made for them.
- Parents may be invited to meet with the new class teacher, prior to their child moving class, to allow them to share their understanding of their child's needs.

***If your child is joining us from another school:***

- The SENCO will visit pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a transition book to support them to understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- Parents can contact the school to arrange to meet with the SENCO. For children arriving to the school with an established SEND, parents are encouraged to meet with the class teacher and/or SENCO as soon as possible to determine the support and provision required.
- Information from the previous school will be requested.

**Who can I contact if I am not happy with the support my child is getting?**

- Talk to your child's class teacher.
- Ask to meet with the SENCO.
- Ask to meet with the Executive Headteacher or Executive Deputy Headteacher.
- If you feel you need to make a complaint, a copy of our complaints procedure can be obtained from the school office.