

## **SEN Information Report St Paul's (New Windsor) C. E. Primary School, Cross Lane.**

Please read The Local Offer as well as this report.

If you need more information, please contact the school to make arrangements to have a look around.

### **1. The kinds of special educational needs for which provision is made at the school**

- St Paul's is an inclusive school that welcomes all children.
- We recognise that some children face barriers to participation, attendance and achievement.
- At St Paul's we believe 'Every Child Matters'.
  
- We aim, through excellent teaching and our Christian ethos, to enable all our children to:
  - Be happy, healthy and feel secure
  - Be independent, self confident and eager to learn
  - Be considerate, compassionate and value each other
  - Be enabled to use their skills to achieve their aspirations for the future
- Additional support is provided for pupils with SEND in a variety of ways. Teaching assistants for 1:1 support and small group work, Teacher group support, Nurture groups.
- A variety of resources and interventions.
- Teachers and most of the teaching assistants are Eklan trained in communication.
- St Paul's works closely with outside agencies to make sure all children have access to the curriculum.

- St Paul's has Dyslexia friendly schools status. Teachers and teaching assistants are trained.
- We have a Teaching Assistant that works with all children who require speech and language.
- St Paul's has a small speech and language team of Etklan trained teaching assistants who work with children either in small group or on a 1:1 basis from the Early Years right up to Year 6.
- Advice from other agencies include: Speech and Language Therapists, the Educational Psychologist, physiotherapists, occupational therapists as well as the Inclusion services.
- St Paul's has a counselling service for children and parents provided by the charity Place 2Be. This can give emotional support if needed.
- We have a special room designated for children who have social and emotional needs, in which nurture sessions take place.
- Most staff have had 'attachment in the classroom' training.
- We provide many different types of support for children with SEND and are continually evaluating and updating the provision required, as the children's need change.
- Further information is available in the School's SEND policy. To contact the school or discuss anything further with the SENCO Mrs Catherine Wynne phone 0161 736 6871 or email [Catherine.wynne@salford.gov.uk](mailto:Catherine.wynne@salford.gov.uk)

## **2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN**

All children are closely monitored throughout the school. Staff are continually monitoring, assessing and evaluating the impact of their teaching including phonic checks, big writes, book band checks, optional SATS papers. If there any concerns a meeting can be arranged between the class teacher and SENCO to discuss any concerns and the next steps.

From this point a child will receive additional support, which takes a variety of forms depending on the need be. It could include Literacy, speech and language, social and emotional well being. The child's progress is monitored and if insufficient progress has been made, outside agencies may be contacted to come and assess the child. E.g. Educational Psychologist, Inclusion Services, Speech and Language services, Learning support service. When a child has significant difficulties and complex needs the child may require an Education, Care, Health Plan. (This plan replaces the Statement of Special Educational Needs for September 2014.) this is a statutory document which sets out objectives, strategies, resources and provision for the child to make progress. There may be extra funding available to assist with this.

Please contact Mrs Wynne (SENco) if you need more information.

## **3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including**

### **a. How the school evaluates the effectiveness of its provision for such pupils**

The children are assessed pre and post intervention to enable the rate of progress of the child to be measured. We provide a wide variety of interventions e.g. Time To Talk, Beat Dyslexia, BRP reading, catch up maths and nurture.

We make sure individual children's needs are met for example: Social Stories to help children deal with change, small focused sessions to help with difficulties, counselling sessions.

Speech and Language provision includes: individual programmes for children sent in by the Speech and Language Therapist and sessions developed by our designated Speech and Language teaching assistant.

We also have a quiet area where children who are feeling upset are able to come and calm down as well as if they want tell an adult why they are upset.

### **b. The school's arrangements for assessing and reviewing the progress of pupils with SEN**

The progress of SEN children is discussed at termly Pupil Progress Meetings. A meeting between the Head and SENCO will be arranged to discuss the child's individual progress. Any other children who are causing concern are also discussed.

Informal meetings are arranged with the parents to discuss their child's progress.

Children who have a Education Health and Care Plan have an annual review meeting to discuss the objectives set out in the EHCP. Parents/ Carers as well as class teacher Teaching Assistant SENCO and other professionals from outside agencies are invited to the meeting to discuss the child's progress. This year the SENCO is working on a system for tracking the progress of SEND pupils.

If parents want to come into school and chat about their concerns St Paul's has an open door policy and the SENCO is available part of every morning and 2 afternoons. Class teachers are available before and after school if there are any concerns.

The SENCO can also be contacted via the telephone or email.

St Paul's has a good relationship with parents.

Reviews of the resources, expertise and intervention programmes are conducted regularly to check effectiveness. This is done by using the provision map and half termly reviews of each child for each intervention.

### **c. The school's approach to teaching pupils with SEN**

St Paul's supports the National Inclusion Statement which states:

When planning and teaching the National Curriculum, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning and assessment.

- All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for pupils with attainments significantly above or below the expected key stage levels. All teachers set high expectations and provide opportunities for all the children to achieve
- as equality of opportunity,
- use appropriate assessment and set targets for learning. take specific action to create effective learning environments,
- secure pupils' motivation and concentration,
- provide equality of opportunity, use appropriate assessment and set targets for learning take account of legislation

- create effective learning environments to secure pupils' motivation and concentration.

### Children with disabilities

Not all pupils with disabilities necessarily have special educational needs. Teachers act to ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. Teachers:

- plan for enough time for satisfactory completion of tasks
- plan opportunities where needed for the development of skills in practical aspects of the curriculum
- identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals

### **d. How the school adapts the curriculum and learning environment**

The curriculum is adapted in many ways depending on the specific needs of the children. In class there are Kagan groups where the children work with their peers in mixed ability groups. Small group work and 1:1 support are provided if needed. Resources in the classroom e.g. base ten, counters, multilink if needed for Maths.

We have a small area "The Quiet Corner" where children can come and calm down if they feel upset and anxious.

The SENCO is able to carry out a "visual stress" test if needed. We can provide coloured overlays for reading if needed. As well as coloured paper for writing.

We are also a Dyslexia friendly school.

### **e. Additional support for learning that is available for pupils with SEN**

We have an experienced group of teaching assistants who are Eklan trained (training in speech, Language and communication).

They work alongside the class teacher and provide 1:1 support or support for children in a small group. Every child's need is looked at on an individual basis.

We have a counselling service for both children and parents provided by the charity Place2Be.

**f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum;**

We have a variety of after school activities offered throughout the school year e.g.

- Reading Club
- Chess Club
- Gymnastics
- Football
- Spanish club
- Choir
- Pyramid club for shy children

There are no charges for these.

These clubs are available to all children under the reasonable adjustment duty. Changes can be made to accommodate children with a specific requirement.

St Paul's has Breakfast Club (no charge) and an after school Fun club. (A small charge is made for Fun Club.)

**g. Support that is available for improving the emotional and social development of pupils with SEN**

- At St Paul's we have Place2Be which provides a Counselling Service for both children and parents.
- Introduction of the Pyramid Club in Year 3. For children who are lacking in confidence and self esteem.
- Circle time as whole class with the teacher or with counsellor from Place to Be.
- Interventions: Time to Talk /Socially Speaking.
- We also have the Oasis room where there is a quiet area where children can come if they are feeling upset or scared. We also have staff available for one to one nurture time.
- Nurture groups are being developed and two groups are currently being ran. The teaching assistant who runs this is completing study on effective nurture groups.

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO**

- The SENCO is Mrs Catherine Wynne
- She can be contacted in person, by telephone on 0161 736 6871. or by e-mail Catherine.wynne@salford.gov.uk

**5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured**

- All staff have regular professional development.
- We look at staff training needs with each member of staff.
- This is carried out by the head teacher, senior management team and the SENCO.
- The needs of the children are taken into account and appropriate training can be arranged.
- St Paul's gained Dyslexia friendly school status.
- All staff had basic Elklan training.
- Most teaching assistants have had more intensive Elklan training.
- Staff work very closely with the Speech and language Therapists. Educational Psychologists as well as members of the Inclusion Services.
- Staff have received training in various SEN issues e.g. dyslexia, autism, behavioural issues, attachment disorders.

**6. Information about how equipment and facilities to support CYP with SEN will be secured.**

There is a designated budget. This is monitored to ensure "best value". Children's needs are met through careful planning of both human and material resources.

**7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child**

Parents are welcome to come into the school at any time to discuss their concerns about their child. The SENCO is available half of the morning and two afternoons. There are parent's evenings which are held twice a year in October and March.

**8. The arrangements for consulting young people with SEN about, and involving them in, their education.**

Pupils who have an EHCP are asked to evaluate their progress for the annual review. Children with SEN will contribute if possible to their IEP's and be aware of them. These will be in books where appropriate.

**9. Any arrangements for supporting CYP with SEN with moving on.**

Moving to different year groups: Children meet the teacher, complete moving on booklets and attend a transition morning.

Moving to High School: The children complete moving school booklets, transition days and parents can have support when filling in application forms.

This year St Paul's will be taking part in a pilot for transition to high school to allow more time for children to get to know their high school by doing half days starting in the spring term.

**10. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.**

Stage 1: The complaint is dealt with the class teacher. So if it relates to lack of progress in a subject area, the subject or class teacher responds in the first instance. The complainant needs to feel they have been listened to and all points they raise addressed should be addressed. If the matter remains unresolved,

Stage 2: The complaint is dealt with by the SENCO If there is still no resolution,

Stage 3: The Head teacher should become actively involved.

If the matter is still not resolved, the complainant **must** put their complaint **in writing** to the **Chair of Governors**. Canon Wyatt.

St Paul's Church. The Broadwalk, Salford 6.

Stage 4: The Governing Body deals with the matter through their agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

9. It is obviously in everyone's interests for complaints to be resolved as quickly and at as low a level as possible

**11. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children**

- St Paul's school has a member of the governing body assigned to SEND. This is Andy Cartwright.
- St Paul's school works very closely with outside agencies. We have links with Pendleton Gateway Speech and Language Therapists who sees some of our children in clinic.
- The School Nurse and the community paediatricians.
- Some of our children have been referred to the Child and Adolescent Mental Health Services.
- The Educational Psychologist who will come into school and carry out assessments and write reports and give advice.
- The Primary Inclusion Service.
- The Social Interaction team who come into school and support children who have autism.
- The Learning Support Service

There are times when the family needs to be supported. Mr Cowburn, the Inclusion Manager/Deputy Head will help and support parents. He will help them complete a CAF, an assessment designed to look at the needs of whole family.

**12. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32**

<p><i>Parent Partnership</i></p> <p><i>Unity House</i></p> <p><i>Salford Civic Centre</i></p> <p><i>Chorley Road</i></p> <p><i>Swinton</i></p> <p><i>M27 5AW</i></p>	<p><i>0161 778 0538</i></p>
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<p><u>For children aged 0-5</u></p> <p>Early Support/Portage Home Visiting Team/Inclusion Officers</p> <p>Starting Life Well</p> <p>Unity House</p> <p>Salford Civic Centre</p> <p>Chorley Road</p> <p>Swinton</p> <p>M27 5AW</p>	<p>0161 793 3275</p>
<p>Statutory Assessment Team</p> <p>Burrows House</p> <p>10 Priestley Road</p> <p>Wardley Industrial Estate</p> <p>M28 2LY</p>	<p>0161 778 0410</p>
<p>Learning Support Service (LSS)</p> <p>c/o Moorside High School</p> <p>57 Deans Road</p> <p>Swinton</p> <p>M27 0AP</p>	<p>0161 607 1671</p>

<p><i>Educational Psychology Service</i></p> <p><i>Burrows House</i></p> <p><i>M28 2LY</i></p>	<p><i>0161 778 0476</i></p>
<p><i>Children with Disabilities Social Work Team</i></p> <p><i>Salford Civic Centre</i></p> <p><i>Chorley Road</i></p> <p><i>Swinton</i></p> <p><i>M27 5DA</i></p>	<p><i>0161 793 3535</i></p>

**10. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living**

*Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEN.*

<b><i>Transition From</i></b>	<b><i>To</i></b>	<b><i>Support Service</i></b>	<b><i>Contact details</i></b>
<i>Setting</i>	<i>School</i>	<i>Starting Life Well</i>	<i>0161 793 3275</i>
		<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 1</i>	<i>Key Stage 2</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>

<i>Key Stage 2</i>	<i>Key Stage 3</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 3</i>	<i>Key Stage 4</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 4</i>	<i>Key Stage 5 and beyond</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
		<i>New Directions (the Joint Learning Difficulty Team within Adult Services)</i>	<i>0161 793 2286</i>
		<i>Transition Coordinator</i>	<i>0161 793 2298</i>
		<i>Connexions</i>	<i>0161 603 6850</i>
		<i>Salford City College Learning Support</i>	<p><i>City Skills Sixth Form Centre - <a href="#">50 Frederick Road, Salford, M6 6QH</a></i></p> <p><i>Eccles Sixth Form Centre - <a href="#">Chatsworth Road, Eccles, Salford, M30 9FJ</a></i></p> <p><i>FutureSkills - <a href="#">Dakota Avenue, Salford, M50 2PU</a></i></p> <p><i>Pendleton Sixth Form Centre - <a href="#">Dronfield Road, Salford, M6</a></i></p>

			<u>7FR</u>  Walkden Sixth Form Centre - <u>Walkden Road, Worsley,</u> <u>Salford, M28 7QD</u>
For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)			0161 603 4500
For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team			0161 793 3535
<b>11. Information on where the local authority's local offer is published</b>  The Local offer In Salford(LOIS) can be found at this location:  <a href="http://www.salford.gov.uk/localoffer">http://www.salford.gov.uk/localoffer</a>			