



SEND Information Report 2019-20

Please read The Local Offer in addition to this report. This can be found at: <https://www.salford.gov.uk/localoffer>

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 are used.
- Many staff are Elkan 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.
- We have a Teaching Assistant that works with all children who require speech and language.
- We implement advice from other agencies include: Speech and Language Therapists, the Educational Psychologist, physiotherapists, occupational therapists as well as the Inclusion services.
- We have a nurture room, led by a Nurture Group Network trained member of staff, where social, emotional and mental health support is offered.
- Further information is available in the School's SEND policy. To contact the school or discuss anything further with the SENDCO Miss Lucy Stuart phone 0161 736 6871 or email lucy.stuart@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

We aim to identify SEND at the earliest possible point and we will routinely and quickly put appropriate support into place. Provision for children with SEND is a matter for the whole school. The Governing Body, the Senior Leadership Team, particularly the SENDCO, the class teachers and all other members of staff have important day-to-day responsibilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and the experiences already established during the child's pre-school years. If the child already has an identified SEND, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

All new children to the school will be assessed and monitored in line with the school assessment policy. Information from previous settings is always sought to ensure effective provision is delivered.

Children's progress is monitored very closely. All children's progress is formally assessed three times a year. The results of these assessments are discussed with all staff involved with the child at termly child progress meetings. This is another opportunity for children who have developing needs to be identified and for support and interventions to be put in place. Such children would be added, in consultation with parents, to the concerns level of the register.

Specific special educational needs can be identified through screening processes. Children aged seven and above are screened for dyslexic tendencies should concerns be raised about progress. Those identified are supported, where necessary, through intervention and are closely monitored. School liaises regularly with Salford's Dyslexia Specialist at the Learning Support Service and seeks advice for children, where necessary, who are identified as having dyslexic tendencies and who are making limited progress.

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 are any concerns a meeting can be arranged between the class teacher and SENDCO 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. 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 Health Care Plan. (This plan replaces the Statement of Special Educational Needs for September

St Paul's CE Primary School

SEND Information Report

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 Miss Stuart (SENDCO) 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, ELKLAN, WEIICOMM, catch up maths, iREACH 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

In addition to what is outlined in section a, teachers along with those responsible for the children meet for termly pupil progress meeting within school. At these meeting plans are put into place for SEND children and children causing concern.

Also, parents/carers are invited in three times a year to collaborative evaluate progress towards IEP/IPP targets and set new shared targets, this may coincide with parents evening. During parent evenings, the SENDCO is always on hand to meet and discuss any concerns parents/carers may have.

Annual reviews are always pre-arranged and all stake holders are invited to attend to review the progress of a child. During the review all those involved are encouraged to share their opinions on the child's progress to enable us as a school to provide the necessary support. Following these reviews, new targets are set and shared. At times reviews will be brought forward to discuss a child's progress should school or other stake holders involved deem it necessary.

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

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

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

All children have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for children with attainments significantly above or below the expected key stage levels. St Paul's values and strives for Quality First Teaching daily in all classrooms to support all children.

For children with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

Children with SEN

Teachers:

- take account of the type and extent of a pupil's special educational needs in planning and in assessment
- provide support for communication, language and literacy needs
- plan, where necessary, to develop children's understanding through the use of all available senses and experience
- plan to enable children to take full part in learning, physical and practical activities
- help children to manage their behaviour, to take part in learning effectively and safely
- help individuals to manage their emotions

Children with Disabilities

Not all children with disabilities necessarily have special educational needs. Teachers take action however, to ensure children 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
- hold termly mentoring sessions 1-1 with children where concerns and progress is discussed

d. How the school adapts the curriculum and learning environment

In order to meet the needs of all children we differentiate in a number of ways, by:

- Streaming children for certain lesson
- Task
- Grouping
- Adult support
- Materials

- Content
- Outcome
- Method of recording
- Equipment

We offer a nurture space that children can access if identified.

As a Dyslexia Friendly Schools all children have/ will have access to equipment and resources to support their learning. These can include alphabet arcs, high frequency work lists, coloured overlays etc.

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

We have a range of expertise in our school team and draw upon these skills daily. These include for example an experienced group of teaching assistants who are Ekklan trained, a Nurture Group Network trained teaching assistant running a nurture provision.

We use a range of interventions and strategies to support the progress of our SEND children. These include:

- Socially Speaking
 - Time to Talk
 - Additional guided reading
 - Max's Marvellous Maths intervention
 - Teodorescue Write From the Start
 - Comprehensions
 - ELKLAN
 - WELLCOM
 - Specific Speech and Language Programmes (guided by SAL therapists)
 - Precision Teaching
 - Beat Dyslexia
 - Nurture interventions
 - OT and Physiotherapy programmes (guided by health professionals)
- Etc
IReach

All interventions suggested by Speech and Language, Occupational Therapy, Physiotherapy etc are followed and delivered accordingly.

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

All school based after school clubs and activities are open to all children to attend. We do not have any specific after school clubs for our SEND children as we encourage all children to attend a variety of clubs.

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

As part of our interventions, we deliver sessions for children who require additional support with their social and emotional development. These sessions are for a variety of purposes, e.g. to help developing friendships, dealing with emotion, confidence etc. Many sessions are in small groups and some are 1:1.

School seeks guidance from The Learning Support Service and Educational Psychology Service for specific children. Their advice is taken on board and implemented to try and improve outcomes for our children.

- Nurture provision led by a Nurture Group Network trained teaching assistant..
- Circle time activities during PSHE
- Interventions: Time to Talk /Socially Speaking.
- IReach

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

- The SENDCO is Miss Lucy Stuart
- She can be contacted in person, by telephone on 0161 736 6871. or by e-mail lucy.stuart@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 through performance management, whole school initiatives and as individual needs arise.
- The needs of the children are taken into account and appropriate training can be arranged.
- St Paul's gained Dyslexia friendly school status.
- Most had basic Ekklan training.
- Several teaching assistants have had more intensive Ekklan training.
- Staff work closely with the Speech and Language Therapists, Educational Psychologists and members of the Inclusion Services.
- Staff have received training in various SEN issues e.g. dyslexia, autism, behavioural issues, attachment disorders.
- Staff have received training about precision teaching
- Staff have received training around interventions and successful interventions
- Some staff have behaviour and de-escalation strategies training from PIT team

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

St Paul's CE Primary School

SEND Information Report

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. Decisions regarding resources and specialist equipment are made on an individual basis and guided by external professionals.

7. The arrangements for consulting parents of children with SEND 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 SENDCO communicates with parents/carers through letters, telephone conversations, face to face meetings etc.
- There are parent's evenings which are held twice a year, usually in October and March.
- Parental consent is obtained when required

8. The arrangements for consulting young people with SEND 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.
- Pupil voice is obtained from all children.
- My stories are completed with children and parents

9. Any arrangements for supporting CYP with SEND 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.

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.

At St Paul's CE Primary School we encourage active collaboration with parents/carers to best meet the needs of the child. If a parent/carer does to feel that their child's needs are being met they have the right to complain. We always aim to swiftly and sensitively deal with any complaints and resolve any issues before a complaint would need to be made. We always listen to the voice of the parent/carers.

Should a grievance come to light we would adopt the following approach:

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,

Stage2: The complaint is dealt with by the SENDCO and DHT If there is still no resolution,

Stage 3: The Head teacher should become actively involved.

St Paul's CE Primary School

SEND Information Report

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

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 any outside agency involved in supporting our children:
 - Educational Psychologists
 - Paediatricians
 - CAMHS
 - Speech and Language Therapists
 - Learning Support Service
 - Occupational Therapists
 - Physiotherapist
 - Inclusion Manager (school based)
 - Family Support Workers
 - Early Identification and Prevention Team
 - Social Workers
 - School Health
 - Skills and Work
 - Parent Partnership
 - Health Visitors
 - Children's Centres
 - Young Carers
- School offers support to family with Early Help Assessments

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

St Paul's CE Primary School

SEND Information Report

<i>Parent Partnership</i> <i>Unity House</i> <i>Salford Civic Centre</i> <i>Chorley Road</i> <i>Swinton</i> <i>M27 5AW</i>	<i>0161 778 0538</i>
<u><i>For children aged 0-5</i></u> <i>Early Support/Portage Home Visiting Team/Inclusion Officers</i> <i>Starting Life Well</i> <i>Unity House</i> <i>Salford Civic Centre</i> <i>Chorley Road</i> <i>Swinton</i> <i>M27 5AW</i>	<i>0161 793 3275</i>
<i>Statutory Assessment Team</i> <i>Burrows House</i>	<i>0161 778 0410</i>

St Paul's CE Primary School

SEND Information Report

<i>10 Priestley Road</i> <i>Wardley Industrial Estate</i> <i>M28 2LY</i>	
<i>Learning Support Service (LSS)</i> <i>c/o Moorside High School</i> <i>57 Deans Road</i> <i>Swinton</i> <i>M27 0AP</i>	<i>0161 607 1671</i>
<i>Educational Psychology Service</i> <i>Burrows House</i> <i>M28 2LY</i>	<i>0161 778 0476</i>
<i>Children with Disabilities Social Work Team</i> <i>Salford Civic Centre</i> <i>Chorley Road</i> <i>Swinton</i> <i>M27 5DA</i>	<i>0161 793 3535</i>

St Paul's CE Primary School

SEND Information Report

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.

Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 3	Key Stage 4	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 4	Key Stage 5 and beyond	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
		New Directions (the Joint Learning Difficulty Team within Adult Services)	0161 793 2286
		Transition Coordinator	0161 793 2298
		Connexions	0161 603 6850

St Paul's CE Primary School

SEND Information Report

		<p>Salford City College Learning Support</p>	<p>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</p> <p>Eccles Sixth Form Centre - Chatsworth Road, Eccles, Salford, M30 9FJ</p> <p>FutureSkills - Dakota Avenue, Salford, M50 2PU</p> <p>Pendleton Sixth Form Centre - Dronfield Road, Salford, M6 7FR</p> <p>Walkden Sixth Form Centre - Walkden Road, Worsley, Salford, M28 7QD</p>
<p><i>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 children's services at The Bridge</i></p>		<p>0161 603 4500</p>	
<p><i>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</i></p>		<p>0161 793 3535</p>	
<p>11. Information on where the local authority's local offer is published</p> <p>The Local offer In Salford(LOIS) can be found at this location:</p> <p>http://www.salford.gov.uk/localoffer</p>			