



Welcome to our
Special Educational Needs
Information Report

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Here are some questions you may have...

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My child may be [worried](#) about transitions to new classes or a new school. Who will support them?

[Where](#) can I find statutory information?

If this report has not included a question you have, please contact the SENDCo
Lucy.stuart@vantageacademies.co.uk

Which members of staff will support my child?



Miss Budsworth- Principal
stpoffice@vantageacademies.co.uk



Miss Stuart- Deputy Principal
Lucy.stuart@vantageacademies.co.uk

Your child's Classteacher and Class TA

Nursery- Miss Heathcote, Miss Shaw, Miss Craddock
Reception- Miss Rawsthorne, Miss Bradshaw, Miss Cross
Year 1- Mrs Allard, Miss Barlow
Year 2- Miss Murray, Miss Mainwaring
Year 3- Miss Jolley, Mrs Cassasola
Year 4- Miss Mitchell, Mrs Ryan
Year 5- Mrs Comber, Miss Wells
Year 6- Mrs Walton, Miss Ries



Miss Robinson- Learning Mentor
Catherine.robinson@vantageacademies.co.uk

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At St Paul's, every teacher, is a teacher of children with SEND.

St Paul's CE Primary School is a fully inclusive school with a clear approach to meeting the needs of pupils with Special Educational Needs and Disability to ensure that all pupils, regardless of their individual needs achieves their best and becomes a confident individual living a fulfilling life.

What do I do if I think my child has a Special Educational Need?

If you have any concerns regarding any aspects of your child's education, contact your child's class teacher in the first instance. Further discussions with the school SENCO may then be arranged, depending on the nature of your concern. If you have a concern related to a medical or health issue, then you may wish to speak to your doctor or health visitor.

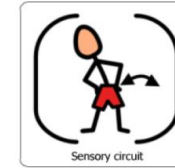
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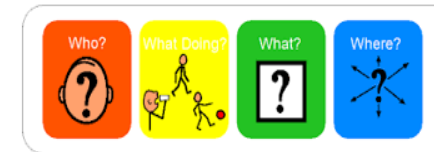
All staff have regular training on SEND to update their existing knowledge which includes:

- Specific Speech and Language interventions
- Attention Autism Training
- Sensory Circuits Training
- Educational Psychology training
- Specific EMTAS training
- Nurture interventions
- Colourful Semantics
- Intensive interaction
- Lexia training
- Emotionally Friendly Schools
- Lego Therapy
- Dyslexia training

Sensory Circuits



Colourful Semantics



Lego Therapy



Attention Autism

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How will the school identify my child's special educational needs?

Regular assessments of your child's progress will indicate if they are meeting age-related expectations. Assessments are discussed between staff to identify those children whose progress is:

- Significantly slower than their peers who have started from the same level
- Fails to match or show an improvement against previous attainment
- Fails to close the gap between the child and their peers
- Indicates the gap between the child and their peers is widening

Teacher assessment also includes children's development in other areas such as their social, emotional and well-being.

Discussions with yourself and your child will take place with the teacher and SENDCo to share views and wishes to determine next steps. The SENDCo has a range of resources to support children in school. Referrals to other professionals can also be made with your agreement.

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A child may have one or more needs from the four broad areas.
We will assess each area of need for your child.

Cognition and Learning Needs

Some children may learn at a slower pace, even with adapted tasks.

Some children may have **moderate learning difficulties** where they experience challenges across the curriculum.

Dyslexia, dyspraxia, dyscalculia are all specific learning difficulties

Communication & Interaction

This area includes speech, language and communication. Some children may have difficulty producing clear speech or using and/or understanding language.

Some children may find the rules of social communication challenging including those with autism.

Physical and Sensory Needs

Some children have a disability that requires an adapted provision to ensure that they can access everything that St Paul's has to offer.

Children with a hearing, visual or multi-sensory impairment may require specialist support which will be provided by our colleagues in health services.

Some children may have a physical disability which requires additional ongoing support or specialised equipment.

Social, Emotional and Health Care Needs

Children may experience a wide range of social and emotional needs that can emerge at different times and manifest in a variety of ways.

It is important, like all aspects of a child's development, that teachers and parents talk with children at the first signs that something could be troubling them.

Attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and attachment disorder (AD) are all included in this area of need.

What support will my child receive for any disabilities they have?

The Equality Act, 2010 states that a person has a disability if they have a physical or mental impairment and that impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.



At St Paul's, we will ensure that reasonable adjustments are made so that any child with a disability is as fully included in as many aspects of school as possible.

Please click [here](#) for the school's [Accessibility Policy](#)

We will work with external professionals to make reasonable adjustments such as using specialist equipment, organising classrooms to ensure that they have adequate light; providing specialist software for laptops; plan lessons such as PE so that all pupils can access and make progress within them and provide appropriate support and equipment for trips and sporting events.



Two levels of SEND support are available

SEND Support

The development and progress of children with SEND remains the responsibility of their class teacher. Teachers plan to meet their needs through high quality teaching and, where necessary, additional interventions that may be delivered by the teacher or a teaching assistant.

All children's development and progress is planned for and assessed through the graduated approach. This is a cycle of: assess, plan, do and review which takes place each term:

September - December
January- April
April- July



The SENDCo offers guidance and support to teachers to ensure that the best provision is in place for each cycle.

While opportunities for you to speak with teachers and the SENDCo are welcomed at any time, meetings will take place three times a year with staff, children and parents so that the views and wishes of everyone can be included in the next cycle.

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Education Health Care Plan (EHCP)

Very few children may require a formal assessment of their SEND by the local authority who will conduct this from a single team including education and health. EHCPs will be issued to children whose SEND are long term. Their provision is therefore planned to prepare them for young adulthood and will place a statutory duty on all professionals to review the plan annually and maintain this if it remains appropriate until the age of 25. The small steps to meeting targets in the plan will inform each cycle of assess, plan, do, review

You and your child are central to all decisions made about the best provision; it is therefore vital that your child's views and your own are included at every stage of requesting a formal assessment, the content of a plan and the ongoing provision.

The local offer from Salford City Council, including the EHCP, can be found at:

[Local Offer](#)

The Information, Advice and Support Service can offer additional support at:

[SIASS](#)

Is there any other support available to me?

Salford City Council provide a report of all services they have available to support children with SEND

[Support Services](#)

Salford City Council

The Information, Advice and Support Service can offer guidance at any point during an assessment of your child's needs for an Education, Health, Care Plan

[Salford Information, Advice and Support Service](#)



Family Lives are a free service which offer emotional support for families in difficult circumstances. They can be found here.

[Family Lives](#)



The 0-19 Health Visiting and School Nursing teams provide a universal health service for all children that reside or are educated in Salford.

The 0-19 teams contain a mix of qualified Health Visitors, School Nurses, Community Staff Nurses, Community Nursery Nurses and School Health Assistants

[0-19 Team](#)

NHS 75

Northern Care Alliance
NHS Foundation Trust

Click for more information

You may find the following contact details helpful.

Educational Psychology Service: EPS@Salford.gov.uk

Contact Number: 0161 778 0476

Early Help Service: 0161 778 0495

CAMHS: SalfordCAMHS.Enquiries@mft.nhs.uk

To the attention of Dr Michelle Perkins Senior clinical psychologist, and David Crier Service Manager.

0161 518 5400

Contact number: 0161 518 5400

Learning Support Service: EMTASLSSAdmin@salford.gov.uk

Contact Number: 0161 607 1678

Primary Inclusion Team: admin@pitreferrals.org

Contact Number: 0161 921 2653 / 0161 921 1830

Speech and Language Therapy- saltadmin@nca.nhs.uk

Contact Number: 0161 206 2486/ 0161 206 2509

Special Educational Needs Service- specialeducationalneeds@salford.gov.uk

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Statutory Information can be found by clicking these links.

[Equality Act 2010](#)

[SEND Code of Practice](#)

[Keeping Children Safe in Education](#)

[Educational Health and Care Plan- Advice](#)

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How will I be involved in my child's development and learning?

Your involvement in your child's learning is vital.

You will be invited to join the teacher and SENDCo at the review, assess and plan stages of your child's cycle of learning in March, June and December.

If your child has an Education Health Care Plan, you will join staff at an annual meeting when all professionals involved in developing the plan meet to review each outcome and plan the next steps.

Both you and your child will be invited to share your views and wishes.



If you have a complaint about the provision to meet your child's needs please speak to:

- The class teacher
- SENDCo
- Headteacher
- Governor for SEND



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Will my child be involved in decisions about their learning?

As part of our approach to learning and teaching for all pupils the teacher and child discuss their progress and attainment through one to one mentoring meetings termly. Each child is fully involved, at their level of understanding, in setting their own targets for improvement in reading, writing, and mathematics, helping to identify how they can achieve these targets and evaluating their progress towards the previous targets. This is then shared with parents throughout the year. Children are encouraged to complete self and peer evaluations during lessons to further improve their learning. Our children value feedback from staff and time is given for children to respond to marking at the start of each lesson.

All children on the SEND register will have a one page profile which is completed with the child to ensure that all staff understand their needs.



One page profile

What can St Paul's offer for social, emotional and mental health support?

A child's social, emotional and mental health needs can occur at any time. Never before has this particular area of need been more important as our children have experienced major interruptions to their childhood, learning and well-being.

All staff at St Paul's continue to work hard to develop their own skills and knowledge from our professional partners. This year, we will be:

- making improvements to each classroom by creating a quiet zone for when children need to take time to regulate their emotions before returning to their learning.
- implementing Sensory Circuits for some children at key points in the day to prepare them for learning by completing specific exercises.
- providing Lego Therapy for some children to develop their listening skills, turn taking, joint attention, resilience, patience, perseverance and problem solving.
- providing Drawing & Talking for some children who require therapeutic sessions to help them overcome events in their life which impact on their well-being.

Should we decide that external services are required, we will discuss this with you. We have several professional bodies that we can refer your child to:

Our specialist school nursing team [0-19 Team](#)

Child and Adolescent Mental Health Services (CAMHS)

<https://mft.nhs.uk/rmch/salford-camhs/>

Ireach services

<https://www.partnersinsalford.org/media/1u0fjkm3/tie-i-reach-referral-guidance-1.pdf>

If you have any concerns about your child's mental health please contact Mrs Robinson or Miss Stuart via the school office

stpoffice@vantageacademies.co.uk

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My child may be worried about transitions to new classes or a new school. Who will support them?

As part of the transition arrangements between classes, we move your child's class up for sessions in July so that the children can familiarise themselves with their new class and teacher.

The SENDCo will meet with teachers who have taught your child and their new teacher to ensure that all information about your child is shared.

They will also be asked to take ownership of their new class by creating classroom rules.

Children in nursery will start school on a staggered entry to ensure that we get to know each child really well.

Transitions between preschools and schools are carefully managed for children with SEND.

St Paul's has good links with the local preschool and will share information and arrange for additional visits if required. We will also carry out home visits for our new Early Years intake to learn more about them.

If your child moves to another school, the SENDCo will share information about your child with the SENDCo in the new school to ensure that all information is shared. Your child may also receive a personalised transition booklet containing information about their new school, photos of the school and staff who will be supporting them.

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