



ST PAUL'S C of E ACADEMY

Special Educational Needs Information

WHO'S WHO?

Principal : Mrs. A McGuire - I work with children, teachers, parents and agencies to ensure that our pupil's needs are met. I speak regularly with the class teachers to track progress and ask questions about support they are receiving. I also complete learning walks to see how learning happens and what is working throughout the school.

Assistant - Principal : Miss K. Winchurch - I work with children, teachers, parents and outside agencies to ensure that our children's needs are met. Along with the Principal, I speak regularly with teachers and LSPs to track progress and ensure that the interventions are delivered correctly to provide our children with the support they need.

SENCO : Mrs. B Rainford - I work with children, teachers, parents and outside agencies to ensure that our children's needs are met. I monitor the progress our children make and work alongside the deputy to ensure that interventions are achieving the required outcomes.

OUR SEND POLICY

- Appropriate and effective teaching and learning
- A partnership approach
- Open and honest communication

OPEN AND HONEST COMMUNICATION

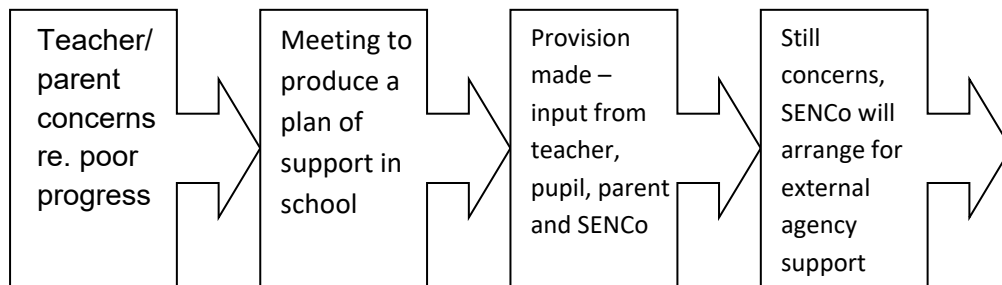
If you have a concern about your child, Mrs. McGuire or Mrs. Rainford are available to speak to. We also encourage you to speak to your child's teacher (we advise that you make an appointment to ensure that you can always speak to someone).

We will make all the information we need to share with you clear and easy to understand.

You can read our SEN policy which explains how we identify and assess children who we think might have special educational needs.

Our governing body has a governor who is responsible for special educational needs.

What happens when we are concerned about progress?



St. Paul's works with a lot of external agencies to help identify specific needs. These are:

Jan Shearer – Inclusion Support Advisor

Gary Thomlinson – Behaviour Support Advisor

Anjam Sultana – Educational Psychologist

Glebefields Health Centre – Speech and Language Therapy

If your child requires support from these services, school will always consult you and request written permission.

The SENCo will make sure that all necessary school staff are aware of your child's needs and worries.

If your child has been identified with extra educational needs an **Individual Education Plan** will be written with the teacher and shared with your child.

If your child has medical needs, a plan will be written and shared with you.

All staff has access to a copy of these plans in the class room. The plans identify how your child should be helped to succeed to make progress.

Occasionally, your child's teacher may not be in class and this extra information is useful for the covering teacher.

All of these plans will be reviewed on a regular basis.

If your school thinks your child needs extra support, we will always talk to you about this.

Your child's teacher will talk to you about the progress that has been made each term. We also operate an open door policy and you can make an appointment to speak to your child's teacher or the SENCo at any time during the year.

If your child has individual targets, these will be discussed and reviewed regularly with you and your child.

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's view will also be listened to.

If your child has an Individual Education Plan and you move your child to another school, the SENCos at both schools make sure that information is shared.

If your child is joining us in Reception, we will arrange a home visit during which you can raise any concerns that you have. Staff will complete the relevant paperwork where necessary and any provision that is needed for when your child begins school will be in place.

When your child moves from Year 6 to secondary school, the SENCo will ensure that all information regarding your child's education needs are passed on to the new SENCo. Extra visits to the secondary school can be arranged and sometimes the new SENCo will come to review meetings held at St. Paul's.

APPROPRIATE AND EFFECTIVE LEARNING

All staff will have and will receive the appropriate training so they have the knowledge and confidence to support children's needs. At St. Paul's we hold weekly staff meetings. There are used to ensure that staff has up-to-date knowledge to teach children of all abilities.

Some of our teachers and LSPs have specialist training such as:

- ALS and ELS (interventions to support reading and writing)
- Every Child A Counter (intervention to support mathematical skills and understanding)
- Nurture and mentor training to support our children with social and emotional difficulties

We offer support through some key interventions. We look closely at the children and their progress and what we can do to support them. Here are some that we currently run:



Addition and Early Literacy Support (ALS & ELS)



Precision Teaching (for number and sound recognition)



Springboard Maths



Every Child a Counter

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum.

We use a range of criteria and evidence to help us identify the level children are working at. This might include:

- checking the words children can read and spell independently
- moderating writing, reading and mathematics together
- making observations, particularly regarding speaking and listening and maths
- use of test, where appropriate

This helps the teachers to plan work for all children to make progress. The work and support will be different for different groups of children.

We use the following to support children with additional needs to become independent learners:

- interventions
- 1:1 or group support
- learning mentors
- adapted tasks and resources

The school will try to make sure that children with additional needs and their families are able to take part fully in school trips and social events.

Children with additional needs have the opportunity to participate in after school clubs. Look out for letters regarding new after school clubs.

The school curriculum includes trips **to enrich the experiences children have**. Our **risk assessments are inclusive of SEND children** and 1:1 support is provided, should this be required.

Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

All children participate in their class worship and other performances, such as nativity and Easter performances as well as choir and instrumental performances.

The school will provide good teaching for your child and extra support when needed.

St. Paul's uses a range of strategies to monitor the progress of children to ensure that good teaching is in place for all pupils. We do this by:

- tracking your child's progress and holding teachers to account through pupil progress meetings every half-term
- regular book and planning scrutiny for all classes and providing constructive feedback to teachers to raise standards
- regular classroom observations and learning walks, including monitoring of the learning environment

A PARTNERSHIP APPROACH

We will work in partnership with you to identify the needs of your child and put in place the correct support, including family support if necessary.

The governing body has a duty to ensure that the school adheres to the new **Code of Practice** under the **Children and Families Act 2014**. This means that the school governors hold the head teacher and SENCO to account.

The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENCO carry out their duties.

One of the key responsibilities of the governing body is to make sure that the school's policy for children with special educational or disability needs (SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body.

The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who are SEND.

Sometimes we may need to ask for your permission to involve other qualified professionals to support your child. We will always speak to you first before this goes ahead and ask that you sign for this to happen.

The governing body, through the SENCo, ensures that other appropriate agencies are involved in meeting the needs of pupils with special educational needs.

The SENCo, reports regularly to the governing body regarding the number of pupils and their additional needs.

The governing body regularly reviews both policy and the information published on the website to ensure it is up-to-date, parent and pupil friendly and in line with government policy and the Code of Practice.

When we feel that your child would benefit from working with another qualified professional, we will discuss this with you. We will then discuss what the professionals can do to provide support and assist you and your child. **The content of the meeting is confidential and is only shared with parents and the SENCO.** Please speak to Mrs. McGuire or Mrs. Rainford if you require any further information.

The school will try to involve your child in decisions about their learning.

This is what we do at St. Paul's to make sure that your child is listened to and involved in decision making:

Pupil self-assessment

*Home visits
in Reception*

*Child
profiles*



*Being involved in target
setting and sharing
successes*

*Being involved in reviewing
our progress in
interventions*

*Open door policy- children
and parents can speak to
the head, deputy or
SENCo, as well as their
class teacher*

If you require any further details regarding any of the information contained in this document, please contact us on **0121 557 2573** or e-mail principal@st-pauls.sandwell.sch.uk