

## ST PAULINUS CE PRIMARY SCHOOL

As children of God at St Paulinus, we strive to **nurture** the gifts given to us by God so that our school is a happy, caring place where everyone is valued, safe and able to learn and grow.

***“Having gifts that differ according to the grace given to us, let us use them” (Romans 12,6)***

**NURTURE: Knowledge, Curiosity, Resilience, Respect, Spirituality, Creativity & Love**

### SEN Information Report

Principal: Mrs Rhodes

Chair of Governors: Mrs Joynes

Reviewed	Agreed by Staff	Agreed by Principal and Chair of Governors	Review Date
March 2023	March 2023	March 2023	March 2024

#### What different kinds of SEN do the school provide for?

Children's SEN according to the SEN Code of Practice 2014 fall into 4 broad areas of need

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical need

We use our best endeavours to provide special educational provision for all pupils who require it.

#### What is the school's policy for the identification and assessment of pupils with special educational needs?

Provision for children with SEN needs is a matter for the whole school. The governing body, the Principal, the SENDCO and all other members of staff, particularly the Class Teacher and Teaching Assistants, have important day to day responsibilities. All Teachers are Teachers of pupils with SEN (refer to school SEN policy).

At St Paulinus Primary School, children are identified as having SEN in a variety of ways:

- Concerns raised by parents/ carers
- Concerns raised by teachers
- Concerns raised by the child
- Changes in a child's behaviour or self-esteem is affecting progress
- A child finds learning difficult

- Information received from outside agencies and pre-schools e.g. speech and language therapist, Paediatricians

### **What is the school's approach to teaching and making provision for pupils with SEND?**

The most important provision for all pupils is high "Quality First" teaching. Teachers make personalised adaptations to their teaching and the learning environment to facilitate the learning and development of all pupils. To support these adaptations, all teachers have access to the Bexley Quality First Teaching and Special Educational Needs Toolkit, as well as support from the SENDCo and other members of staff with expertise. Additional support and interventions are decided through discussion between the Class teacher, Principal and SENDCo. For specific interventions please refer to the school local offer below. Children may also be given specialist equipment to support their learning, for example a writing slope, coloured overlays for reading or a pencil grip.

### **How does the school evaluate the effectiveness of provision?**

The Principal, Senior Leadership Team and the SENDCo monitor the quality of the special educational needs provision within the school. All interventions that are put in place are measured to monitor the impact on pupils' learning. When it is felt that something is not working then this is dealt with quickly.

### **How are parents/carers supported if they believe their child has special educational needs?**

We encourage good relationships with parents and ask that they speak to either the Class teacher or SENDCo with any concerns. These are then dealt with seriously and sensitively, informing parents with each step. The process:

- The first step is for parents and carers to speak to the Class teacher
- If they feel they need further support they should make an appointment to meet SENDCo, where the child's needs will be discussed and recorded
- The SENDCo will work with the child and Class teacher to identify areas of need and set individual targets
- Additional support will be given to the child if necessary. This may be from the Class teacher, teaching assistant, specialist teacher or SENDCo
- There will be a regular review of targets and progress
- If the targets are not being met, they will be further broken down into smaller steps
- Following this, if there are ongoing concerns around the child's progress, the SENDCo will meet with parents to discuss arranging the involvement of outside agencies
- Outside agency involvement- new targets set in collaboration with the external professionals
- If there are still concerns about progress a meeting will be set up to discuss an assessment for an Education, Health and Care Plan

### **How are wellbeing and pastoral support needs managed in school?**

Every child's emotional wellbeing and mental health is of the utmost import to everyone at St Paulinus. We offer a range of support for children encountering emotional difficulties. The first person to contact, in regards to your child's wellbeing, is the Class teacher. If further support is needed, the class teacher will liaise with SENDCo to discuss what the best support we can offer will be. This could include support such as check ins with a teaching assistant, support socially in lunch club or Draw and Talk Therapy.

### **How are the views of young people with special needs gathered to involve them in their education?**

The school encourages every child to contribute and to express their thoughts and ideas which are valued, respected and celebrated. We do this in different ways throughout the school year:

In class daily children are encouraged to contribute to lessons

- School council meetings are held once a term, where issues or viewpoints are discussed
- Pupil questionnaires to gather ideas and opinions
- Pupil conferencing takes place to hear the pupils voice in relation to all areas of the school
- Children who have targets discuss these with their Class teacher
- Children with a statement of SEND or EHC plan are asked their views before review meetings

### **How will the school prepare children with an SEND when changing schools?**

For Children with SEND we have a number of ways of supporting them in their transition to a new school. We liaise closely with the school the child is transferring to and ensure all paperwork is safely delivered to the new setting. Bexley Borough has set up a secondary school transition process, which enables us to share all information about children moving on and share what provision has been successful, to create a smooth transition. Some other ways we support children with SEND moving to another placement include:

- Transitions books
- Comic strips and/or social stories to help prepare the children for what the process of changing schools will be
- We would always encourage children with SEND to carry out visits to the new schools/classes
- Teachers and/ or TA's visiting the new schools
- Support from the Autism Advisory service

### **What expertise and specialist services are available through the school?**

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Educational psychologist
- CAMHS
- Early Intervention Team
- Speech and language therapy
- School nursing team

- Social care
- Occupational therapy
- Paediatricians Learning support service
- Autism Advisory service
- Physiotherapy
- Social Emotional and Mental Health Partner
- An Educational Psychologist is allocated to each school. They would normally only work directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. The involvement is discussed at progress meetings with the Senior Leadership Team and Class teachers.

### **How are the governors involved with support children with Special Educational Needs and their families?**

The SEN governor meets regularly with the Principal and SENDCo to act as a friendly critic, offering oversight and guidance to the school. They work together to discuss policies, external services and how the school can meet the needs of pupils with special educational needs and supporting the families of these pupils. If there is a complaint from parents and carers about a child with special educational needs, the parents and carers need to follow the Amadeus Primary Academy Trust complaints policy. The governors will also follow this policy.

### **Where can parents and carers get further support?**

If you have concerns around your child, the first person to contact is your child's Class teacher. You can also arrange to meet Elizabeth Henderson, the school SENDCo by calling on 01322 523 236.

Bexley borough also has a local offer, which lists all services available to young people with Special Education Needs and their families. This can be found at:

<https://www.bexleylocaloffer.uk/>

