



SEN Information Report – St. Paul's CE Primary School

In addition to reading this report and our Local Offer, please do come in and have a look around! We are always here to answer any questions you may have!

1. The kinds of special educational needs (SEN) for which provision is made at the school

St Paul's is an inclusive school. We recognise that some children face barriers to participation, achievement and attendance.

Additional support is provided for SEN pupils in a variety of forms; teaching assistants, SENCo, resources, small group/1-1 support, access to intervention programmes.

School works closely with outside agencies to make sure that all children are able to access the curriculum. Intensive support is provided for children who demonstrate behaviours which create, often on a short term basis, a barrier to their learning. Speech and Language Therapists advise school based staff and carry out reviews on site. A large proportion of our Teaching Assistants and the SENCo (Special Educational Needs Co-ordinator) are ELKLAN trained (a speech and language training programme). Designated time is given to SEN at staff meetings.

We provide consistent support for our SEN children and we are continually evaluating and improving this provision.

Further information is available in the school's SEN policy which is available on the school website, or contact school to discuss anything further with the SENCo Kirsten Reid – 0161 792 9474 <http://www.stpaulsnevileroad.co.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

The progress of our children is closely monitored. Staff are continually assessing and evaluating the impact of their teaching on all pupils. If any concerns arise then a meeting will take place between the class teacher and SENCo and next steps discussed. This may include a meeting with parents/carers to discuss concerns and next steps. From this point the SENCo would become involved in the monitoring of the child progress. After a period of time with SENCo will identify whether it may be beneficial to involve outside agencies to carry out further assessments to identify the strengths and weaknesses of the child.

The results of these assessments will inform the child's Individual Education/Behaviour Plan (IEP/IBP). Each IEP/IBP will contain a maximum of three SMART targets based around the child's area(s) of need. This will be evaluated every 6 to 8 weeks or earlier if appropriate. Parents will be welcome to discuss the IEP/IBP with the Class Teacher or SENCo and a copy will be sent home.

Children who have significant difficulties and/or complex needs may require a referral for an Education, Health and Care Plan (EHCP). This is a statutory document which identifies objectives, strategies, resources and provision necessary for the child to make progress. There may be extra funding available to assist with this.

In the case of Looked After Children (LAC) social workers and other professionals would be involved at the initial meeting. The agreed next steps would form the targets on the child's Personal Education Plan (PEP).

Please see our SEN policy for further information, or contact school to discuss anything further with the SENCo Kirsten Reid – 0161 792 9474 <http://www.stpaulsnevileroad.co.uk>

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

St. Paul's prides itself on providing excellent support for all our SEN children. We provide a wide variety of intervention programmes and additional support. We closely monitor these interventions to ensure that they have a positive impact on the child's learning. Alternative provision is provided where there has been limited progress.

Children (Special Intervention Band (SIB) C or above) will have dedicated 1-2-1 or small group IEP time. Each of these sessions is carefully evaluated to ensure that new targets are set as required.

The Senior Leadership Team (SLT) which consists of the Head, Deputy, SENCo and the EYFS leader meet regularly to analyse whole school data and evaluate the impact of SEN provision.

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

Children (Special Intervention Band (SIB) C or above) will have dedicated 1-2-1 or small group IEP time. Each of these sessions is carefully evaluated to ensure that new targets are set as required.

The Senior Leadership Team (SLT) which consists of the Head, Deputy, SENCo and the EYFS leader meet regularly to analyse whole school data and evaluate the impact of SEN provision. Regular whole schools staff meetings are held to discuss data.

Where outside agencies have carried out assessments and/or provided support regular communications takes place between the appropriate staff.

An Annual Review is carried out for children who have an Education, Health and Care Plan (EHCP). The review will look at the progress made and determine whether the child is working at an appropriate pace towards the targets and objectives set out in the EHCP.

Parents are encouraged at all stages to raise concerns about their child's progress or well being. The SENCo or Children and Families Officer can be contacted via the school office.

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

The school has regard for the SEN code of Practice.

This means that whenever decisions are taken relating to children with SEN, consideration is given to what the code says.

St Paul's identifies the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

d. How the school adapts the curriculum and learning environment

The curriculum is adapted in a variety of ways depending on the specific needs of the child/children. This can take the form of differentiation within the class, distribution of adult support, small group work, 1-2-1, classroom layout, seating arrangements, interactive displays etc.

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

A number of TA's are ELKLAN trained and provide support within whole class and small group settings (EYFS and KS1). Additional speech and language groups are held for identified groups of children.

TA's provide support to specific groups/children where a need has been recognised.

Children with IEP's receive 1-2-1 as part of their weekly timetable.
The CFO supports children where and when it is deemed appropriate.

TA's work alongside the class teacher and SENCo, providing valuable support to all pupils.

Intervention groups run throughout the year for reading, writing and maths. They are reviewed termly and children are moved in and out of them as appropriate.

Children are closely monitored in all of the above and where the desired progress has not been achieved the need to refer to an outside agency will be discussed.

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

The school endeavours to make all activities available to every child.

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

The CFO is highly experienced and offers support when required. This could be in 1-2-1 or small group sessions.

Trained TA's deliver programmes as required.

We request the support of local outside agencies where appropriate.

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

The SENCo is Ms Kirsten Reid. She can be contacted on 0161 737 6688 or via school email kirsten.reid@salford.gov.uk

5. Information about how the expertise and training of staff in relation to Children and Young People (CYP) with SEN and about how specialist expertise will be secured

Experienced SENCO, 9 years in post (Completed SN8 training and attends regular SENCO training sessions)

KS2 HLTA (2 years in post, previous 8 year experience as a TA3) trained in Maths Toolkit, KS2 Maths recover, Talking Partners, ELS and Precision Teaching

KS1 HLTA (KS2 HLTA (8 years in post, previous 4 year experience as a TA3) Foundation Degree (Early Years Practice), BA Hons Inclusive Education, Early Years Professional Status (post graduate award), trained in Elklan (Speech and Language Support, Under 5's. 5-11 years, Autistic Spectrum – with verbal communication, EYFS Specialism. Write, FLS, ALS, Key Skills for Literacy/Numeracy, Benchmark, Reading Recovery, Working with Children with dyslexia/dyscalculia

One Teaching assistant is ELKLAN trained (a speech and Language training programme) and based in Early Years

Teaching Assistants are also trained in, behaviour management, dealing with epilepsy, diabetes and asthma where appropriate.

Decisions regarding SEN CPD for whole school/groups of staff/individuals are based on the needs of the CYP. Where appropriate training will be offered to staff who have expressed a desire to develop their skills in a specific area of SEN.

6. Information about how equipment and facilities to support Children and Young People (CYP) with SEN will be secured

There is a designated budget which is monitored to ensure 'best value'. On-going monitoring and evaluation together with the strategic planning of SEN ensures that all children's needs are met through careful targeting 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

School has an "Open Door" policy. Parent's Evenings take place for all children.
The SENCO is non class based and can be contacted face to face, by email or by telephone.

Initial discussions regarding concerns will take place between class teachers and parents. Where a child has an IEP this will be discussed with parents every 6/8 weeks.

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

Children know their targets and are actively involved in the assessment of them. In most cases children contribute to the setting of new targets. Children with IEP's have a bag containing their current targets and the resources required to support in the achieving of them.

9. 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 by the class teacher. 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 involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors, Miss Janet Wood

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

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

10. 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

School works very closely with our Educational Psychologist, Advisory Teachers, Speech and Language Therapists, CAMHS, the school Nurse and Education Welfare. Parents are encouraged to be actively involved in all decision making and referrals.

The CFO offers support to families and where necessary will work with parents to complete a CAF (Common Assessment Framework). The CAF enables all agencies involved with the family/child to access/share important information.

The EWO (Education Welfare Officer) offers support to families where attendance and punctuality is a concern.

The new Education Health Care Plan should help to provide a more holistic approach to supporting children and their families.

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

*Parent Partnership
Unity House
Salford Civic Centre*

0161 778 0538

<p>Chorley Road Swinton M27 5AW</p>	
<p><u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</p>	<p>0161 793 3275</p>
<p>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</p>	<p>0161 778 0410</p>
<p>Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP</p>	<p>0161 607 1671</p>
<p>Educational Psychology Service Burrows House M28 2LY</p>	<p>0161 778 0476</p>
<p>Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA</p>	<p>0161 793 3535</p>

12. 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
<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>	<i>City Skills Sixth Form Centre - 50 Frederick Road, Salford, M6 6QH</i>
			<i>Eccles Sixth Form Centre - Chatsworth Road, Eccles,</i>

			<p><u>Salford, M30 9FJ</u></p> <p>FutureSkills - <u>Dakota Avenue, Salford, M50 2PU</u></p> <p>Pendleton Sixth Form Centre - <u>Dronfield Road, Salford, M6 7FR</u></p> <p>Walkden Sixth Form Centre - <u>Walkden Road, Worsley, Salford, M28 7QD</u></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 Multi Agency Safeguarding Hub (MASH)</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>13. Information on where the local authority's local offer is published</p> <p><i>The Local Offer in Salford (LOIS) can be found at this location:</i></p> <p>www.salford.gov.uk/localoffer.htm</p>			

