



St Paulinus Catholic Primary School

"Inspiring all to live, learn and love in the light of Jesus"

(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life." *cf* John 8:12)

SEND Information Report 2018 – 2019

Signed Date

Headteacher

Reviewed by Subject Manager :

Mrs. J. Cooper, SENDCo

Updated by :

Miss E. Sinclair, January 2018

Review date :

January 2019



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Mission Statement

"Inspiring all to live, learn and love in the light of Jesus"

Introduction:

At St. Paulinus Catholic Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make St. Paulinus Catholic Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at St. Paulinus Catholic Primary School please contact us on 01924 488282 or e-mail us at office@stpaulinus.org

SEND Coordinator: Mrs. Joanne Cooper



The Kinds of Special Needs for which provision is made at the school

We refer to the term “Special Educational Needs” if a child: a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. (See SEND Register) b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to

- communication and interaction
- cognition and learning
- emotional and social development
- sensory or physical conditions.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an on-going core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child’s behaviour allowing them to be receptive to learning.

Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils’ special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children’s progress is continuously used. If a child fails to make expected progress the next



stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice. Following assessment and Staff consultation a child's special needs are identified and the needs are recorded on the SEND Register. An APDR profile (Assess, Plan, Do, Review) is devised in collaboration with the child. The APDR is sent to parents who are invited to discuss this initially with the Class Teacher and contribute to the APDR. Teachers are supported by specialists from outside school who meet with parents and school staff for Review meetings at least annually, in addition to 3 parental meetings.

Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children through 'quality first' teaching
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities - monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on APDRs and discuss these with parents and pupils

Support Staff

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher / curriculum
- support the teachers in enabling children with SEND to have access to an appropriate curriculum, encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

Intervention:

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home



Frequency & Timing of Support

This is arranged and timetabled by the Head and Deputy Headteacher. Teaching assistants, generally provide the intervention. Teachers' will have input so that they can adapt provision according to need.

Organisation of Support:

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing differentiated planning that is used across the school to ensure that all lessons are appropriately driven. Lessons are structured to provide a range of VAK activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support. Bespoke pastoral and learning support is enhanced by personal 'Nurture Time and Groups' arranged during the day. These help develop self-confidence and self-belief.

External Services

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- a child continues not to make adequate progress
- continues working substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.



The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child Support Staff, including Teaching Assistants, Classroom Support Assistants support SEND pupils according to need.

Statutory Assessment:

EHC Plan (Education, Health Care Plan). When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Kirklees. Kirklees' SEND Local Offer can be obtained from Kirklees Council's website (www.kirklees.gov.uk). The school office can also provide further information.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:

- Assess, Plan, Do, Review Profile's for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment attainment and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an



'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority. Statements / EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Transferring Statements to EHC Plans :

The legal test of when a child requires an EHC Plan remains the same as that for a statement. It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHC Plan. No child should lose their Statement and not have it replaced with an EHC Plan simply because the system is changing. The transition period for transfer to EHC Plans has been extended to 2018. Pupil Records are kept on each child. They are stored in: SEND Files. These files are stored in the lockable filing cabinet in Mrs. Cooper's classroom. Once a child's individual need is identified it is recorded on the school's SEND register. A master copy is stored in the SEND file in the school office and on the school's internal ICT network. There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the SEND staff and Administration staff in the main office. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the Pupil SEND files. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress. APDRs are aimed to be written, updated and reviewed every half term. The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with relevant personnel and agencies.

The SENDCo:

Mrs. Cooper, Year 2 teacher, is the SENDCo. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology Services. She will attend and cascade appropriate in- service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENDCo will also be responsible for overseeing the maintenance of the Special Needs Register. Being a very large school there is a wide range of expertise available. This is used flexibly to meet the needs of pupils. Whole school, Phase, SLT and / or bespoke individualised training is continuously available from internal and external providers. (See Staff Meeting / INSET log)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place specialist expertise will be secured.



Resources:

A wide range of materials are provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

Partnerships:

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, SENDCOs letters, curriculum newsletters, annual reports, SEND reviews, SEND coffee afternoons (1 per term) and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Initially, when a child's special needs are identified, a letter is sent home to parents raising awareness and inviting them into school to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

- Education Psychologist
- Early Years SEN Support Service (Portage/Portex)
- Child and Adult Mental Health Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Catholic Care
- Hearing Sensory Support
- Learning Difficulties and Disabilities
- Headlands Autism Outreach Unit
- Pupil Referral Unit

If you would like to know more information about these services contact us on 01924 488282 or e-mail us at office@stpaulinus.org

Further information is also available from Kirklees Council's website www.kirklees.gov.uk



Pupils:

Pupils

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- comment on how they feel they are progressing when the APDR is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation . Pupils are involved in the learning process at all times. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their APDRs. Personal Mentoring meetings also provide an opportunity for personalised provision.

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

Transition

Excellent links with our feeder and transfer schools have been established due to our close liaison with these schools. Staff from the schools, which our pupils are transferring to, are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for their transition. Staff from the Secondary Phase also spend time in our school with our school Staff familiarising themselves with individual needs. St Paulinus Catholic Primary School also participates in the transition arrangements of our Secondary schools, which includes for some children a two week 'Transition Learning Project' based at the school which the child will be transferring to the following September.

The Local Offer :

Kirklees' SEND Local Offer can be obtained from Kirklees Council's website (www.darlington.gov.uk). The school office can also provide further information.