



St Pauls CE (C) Primary School

Learning and growing together in God's love



"Let your roots grow down into him, and let your lives be built on him"
Colossians 2:7

How we Identify and Assess Needs

How will you know if my child or young person needs extra help?

Barriers to learning and behaviour or relationships can be a result of difficulties with cognition and learning, communication and interaction, social and emotional needs or sensory/physical disabilities or a combination of these difficulties. Where there is no prior history of special educational needs, a lack of progress in learning or persistent changes in behaviour and relationships may be evidence of the need for targeted additional support or an underlying special educational need. This can be evidenced through:

- Classwork including access, engagement and learning outcomes
- In-school assessments and tracking of progress
- Skills testing and observations by outside agencies
- Observations and patterns identified by teachers and teaching assistants
- Behaviour tracking and/or incident reports

When there are concerns about a lack of progress, social and emotional challenges or changes in behaviour and relationships, there may be informal discussions or meetings with parents about some short term catch up or pastoral support before a child is identified as having a special educational need.

Where early intervention has not had any impact, a child will be placed on the Special Educational Needs register in school with a primary need identified, although exploration of additional needs will inform provision mapping. This is a plan of learning and/or pastoral support. This support will be monitored by the class teacher as part of their regular ongoing assessment and formally every term for reporting to parents and school leaders.

What should I do if I think my child or young person needs extra help?

If you have any concerns about your child's possible or identified special educational needs, you should bring them to the class teacher's attention quickly. It may be that an informal conversation or communication around changing circumstances is needed or you may require a more formal or private meeting. There are different ways to communicate depending on the concern:

- Chat or phone call with class teacher and a log of your conversation will be made.
- An appointment made to speak to the class teacher away from the class with more time to explore your concerns.
- An appointment made with the class teacher and SENCo.

Where can I find the school's SEND policy and other related documents?

All school policies and related documents can be found on our website:

Teaching and Learning Support

How will you teach and support my child or young person with SEND?

The school analyses cohort and pupil needs each year to deploy teaching assistants, budget for resources and deploy the most appropriately skilled teachers.

Support is planned at a class, group and pupil level according to analysis of needs and school priorities.

All parents are involved in their children's education as partners in learning through weekly homework, termly parents consultations and the end of year report.

The parents of children with special educational needs have additional opportunities for transition meetings, to discuss additional learning support and for liaison as needs change or require more support.

Children with SEND may be supported through a range of interventions following Staffordshire LA's graduated response:

- Pre-teach and catch up
- Precision teaching linked to assessment of skills (spelling, number, reading)
- 1:1 Little Wandle SEND and Daily Keep Up phonics intervention
- Write from the start handwriting
- Visual or auditory memory work
- Speech and language advice
- Sensory breaks and circuits

School provides interventions and support based on advice from agencies including:

- Entrust SEND advisors
- Occupational therapy
- Speech and Language
- Behaviour Support
- Autism Inclusion Team
- Educational Psychologist
- The Stafford SEND Hub and associated outreach services

We believe that good practice for children with special educational needs is good practice for all children. As a result we implement the EEF's 'Five-a-day' approach that can support all pupils, including those with SEND, to succeed academically. Inclusive practice means that all children access, engage with and are supported to make good progress through first quality teaching supported by teachers as equal fair access. All children will benefit from and are not held back by:

- Dyslexia Friendly Practice
- Dual coding (picture support for communication and language)
- Oracy (language) scaffolding
- A Precise curriculum through the school's CUSP approach to learning
- Progressive short chunk learning and over learning for long term memory
- Opportunities to apply learning
- Flexible groupings
- Technology to support, including the implementation of an iPad for every child in years 1-6
- Scaffolding (short term and flexible support building to independent application)

How will the curriculum and learning environment be matched to my child or young person's needs?

Our approach to personalised learning is based on The Education Endowment Fund guide to best practice for special educational needs in mainstream schools with a focus on children with special needs having access to high quality whole class teaching.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

We use Rosenshine's Principles of Education, as a school wide consistent approach, to ensure clear curriculum access through carefully selected small step progression across the year groups from Nursery to Year 6. These principles are referenced in EEF guidance and support scaffolding for working memory and transference to long term memory. Learning is successful once it is in the long-term memory.

<https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf>

We dovetail Rosenshine's Principles with Dyslexia friendly practice, our personal CUSP curriculum approach and Little Wandle philosophies to scaffold and ensure independent application of skills. There is much overlap of good practice and Rosenshine's principles and more subject specific approaches to learning.

Carefully planned interventions link to classroom learning for interwoven and transferable learning. We support learners to think and make progress within manageable challenge for aspirational outcomes.

Class teachers with a good knowledge of your child are best placed to plan intervention at school support level. Class teachers may take advice from the SENCo or the SENCo may support class teachers in response to analysis of data or school monitoring of books, support plans and lessons.

Class teachers and the SENCo may be supported by external professionals to plan support for children with more significant needs. This is coordinated by the SENCo in liaison with class teachers and parents.

School follows national statutory guidance for access to statutory assessments such as the Key Stage 1 Phonics Screener, Year 4 Multiplication Test and Key Stage 2 Assessments.

How are resources allocated to meet children or young people's need?

The school's IEB and the Headteacher allocate resources from the School Notational Budget for special educational needs, including children with and without additional funding. Allocated resources can include staff training or bought in services.

When a child has an Education Health Care Plan or additional needs funding agreed after the school budget is planned, the Headteacher works with the SENCo to allocate those additional resources.

For most children with special educational needs, first quality teaching and planned intervention or pastoral support with assistance from the teacher and class teaching assistant will meet their needs. Some children will require advice from external agencies to plan more specific intervention or pastoral plans. Some children may need more significant support that require additional adults to meet their needs. School aims to deploy all adults to support additional needs whilst promoting and developing independence and aspirational targets.

For a child that has significant learning or social and emotional needs that have not been met after acting on two cycles of specialist advice, school will make an application for additional funding from the Local Authority. This is to support a child while an application for an Education, Health Care and Needs Assessment is undertaken or additional evidence for an application is gathered.

- The Local Authority decides on if this application meets criteria.
- School will liaise with professionals and The Stafford SEND Hub to make an application for an Educational, Health and Care Needs Assessment as appropriate.
- The Local Authority will decide on if this meets criteria.

How is the decision made about what type and how much support my child or young person will receive?

After the Headteacher and IEB have approved the distribution of the Notational SEND budget allocation to school resources, class teachers and the SENCo plan support at a class and school level. The SENCo liaises with the Headteacher to allocate the agreed funded additional adults or sources resources and interventions detailed in whole school SEND planning or from external agency advice.

Class teachers plan initial interventions or pastoral support with short daily interventions by the teacher or class teaching assistant whilst still accessing quality whole class teaching.

For more specific support linked to assessed needs the support will be as specified in professional reports or agreed plans:

- The Staffordshire Stafford SEND Hub may allocate additional resources such as outreach in liaison with the SENCo.
- The local authority may allocate additional funding or an EHCP once criteria has been met.

Parents will be involved in discussions about support when school has concerns about possible underlying needs.

Regular discussion will take place at key times in the school year:

- As part of a termly review of progress
- As part of an Education Health Care Needs Assessment application
- As part of a finalised Education and Health Care Plan.
- Parents are invited into school with and external professionals for an annual review of provision and target setting.
- Where there is a change in needs due to circumstances or transition.

Parents have ongoing opportunities for informal discussions as part of our open-door policy when dropping their child off in the morning or via private messaging on our digital platform, as part of our daily teaching and learning partnership working.

How will equipment and facilities to support children and young people with SEND be secured?

Our facilities and equipment are regularly evaluated in relation to the needs of the pupils that we have in school:

- Ear defenders
- Pen grips
- Fidget tools
- Writing slopes
- Reading overlays and rulers
- Wobble cushions
- Distraction free works stations
- Online digital tools and platforms

Outside agencies can provide more specialist equipment on a loan basis i.e. a Braille resources, specific chairs.

How will you and I know how my child or young person is doing?

Assessment of learning and, where relevant, social skills is an ongoing cyclical process.

- In Reception and Key Stage 1 and 2, reading is assessed every half term so that progress is carefully monitored, and any support put in place quickly.
- Children are assessed in their learning and where relevant pastoral needs ongoing each week and updated termly.
- Assessment of attainment against age related expectations and a review of support plans and provision maps takes place termly.
- Assessment takes account of evidence of engagement in learning, progress in books, discussions, informal testing and standardised assessments.
- Assessments are reported to the local authority at the end of Reception and in the summer term of Key stage 1 and 2.
- Children take the phonics screener in the summer of Year 1 and again in the summer of year 2 if they do not pass in Year 1.

Teachers will report how your child is progressing against age related standards as well as their personalised small step targets at a termly review.

You may request an additional chat or meeting with the class teacher if you are concerned.

There are a range of ways to feed back or have additional communication:

- A quick catch up when dropping off or picking up your child.
- Communication through Class Dojo private messaging.
- A communication diary may be appropriate for children with significant special educational needs.

To keep communication accessible for all parents we:

- Have weekly, friendly newsletters and letters.
- Have a text messaging service.
- Have child drop offs and collections at the classroom door to the class teacher or teaching assistant.
- Have an approachable leadership team that can meet with parents to discuss any issues in a friendly and approachable manner.

How will you help me to support my child or young person's learning?

- All curriculum overviews are shared half termly, with ideas, digital links and ideas for further opportunities to support learning at home, continuing to enthuse your child's love of learning.
- All children are set weekly homework so that you know what your child has been learning in class, you can be involved in their learning and to give additional opportunities for your child to transfer their learning links into their long term memory.
- School subscribes to quality evidence-based platforms for you to access additional phonics, reading and number programs.
- School shares your child's additional graduated approach plans (formally known as an Individual Education Plan or IEP) with you for additional home support and partnership working.
- School will facilitate more individual support for accessing home learning and digital platforms; to support number work, spelling and reading.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

Children review their learning each lesson with a discussion about skills practised or developed and next steps. with the class teacher or teaching assistant.

Children with social and emotional challenges review their personalised target charts at the end of each lesson and day with the class teacher or teaching assistant.

Children review their termly support plans with their class teacher.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

The school draws on a range of evidence to evaluate the effectiveness of provision for children with SEND including:

- Ongoing assessment and formal assessment of children and groups of children with special needs to analyse spikes and trends in provision.
- Feedback and audits from external agencies.
- Internal monitoring of lessons, books and pupil interviews.
- Twice yearly pupil surveys of well-being and self-esteem are completed one to one with the class teacher.

Keeping Students Safe and Supporting Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

All children come straight into their classroom between 8.40 and 8.50 with their class teacher or teaching assistant to greet them.

All children are collected from their classroom from a class teacher or teaching assistant. Children are called to

leave when their parent, carer or after school club (PALS) are collected and registered within their provision. Children cannot leave with anyone other than their known parent, carer or after school club unless a password is given by prior agreement.

Lunch time supervisors and teaching assistants support children at lunchtime. A range of lunchtime clubs are accessible for children that want a quieter or more supportive opportunity to socialise.

All school events and activities such as P.E., sports day, visits or school productions are risk assessed and managed in an orderly way.

Children are involved in risk assessments and sign to say that they are aware of how to keep safe and how they are being kept safe.

What pastoral support is available to support my child or young person's overall social and emotion development and well-being?

Pupils with special needs are encouraged and supported to socialise and to have a voice in lots of ways.

- Meet and greet at the start of the day.
- Learning and social and emotional check ins at the end of each lesson.
- Assessments of well-being and self-esteem twice a year.
- Supportive lunchtime clubs.

Usually bullying behaviour is not done in isolation and there are roles within the bullying group that encourage the behaviour. We work with children to identify these roles for the correct support and next steps.

<https://learning.anti-bullyingalliance.org.uk/node/2370/take>

School has a restorative justice approach to bullying where we work with targets and children involved in bullying incidents to empower vulnerable children and educate children that participate in bullying behaviour.

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative>

Our Anti Bullying Policy can be found on our website:

We do not tolerate peer on peer abuse. More information can be found in our policy:

- We provide supportive clubs for children at lunchtime.
- Teachers and teaching assistants are vigilant to children that appear isolated or have challenges with self-regulation or social skills.
- The class teacher and SENCo will formulate a support plan to meet a child's needs if they need help to socialise or to self-regulate.
- Children with social and emotional challenges can be referred into behaviour support, additional wellbeing support within school or a family support/early help referral can be made depending on the needs of the child or family.

How will you manage my child or young person's medical or personal needs?

We facilitate practical and procedural support for children that have medical or personal care needs.

- A care plan will be drawn up in collaboration with parents.
- Risk assessments will be in place to ensure that your child is safe and all necessary procedures and adaptations are in place so that your child can safely access and enjoy all in school and out of school learning activities.
- Details of who to contact and what to do in an emergency will be detailed on the care plan and risk assessment.

- Staff with First Aider qualifications.
- Staff who provide medicine administration complete training and follow the LA policy/DfE guidelines included within Supporting Pupils at School with Medical Conditions, statutory guidance (DfE) 2014.
- For longer term medical arrangements school can work with the Education Welfare Officer to arrange technological assistance to access class teaching and remote learning for a more blended approach.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Social and emotional challenges are a barrier to learning, friendships and well-being. We have extensive support for behaviour at a class and individual level.

Our graduated response to behaviour support includes:

- Personalised now and next, when and then or focused target charts with linked check in reviews.
- Early Help and Family Support.
- Positive behaviour plans including LOCK plans.
- External agency support from Behaviour Support, The LA Inclusion Officer, The Education Welfare Officer or Autism Outreach.
- Referral into The Staffordshire Stafford SEND Hub.

How do you support children who are looked after by the local authority and have SEND?

Looked After children (LAC) and LAC with SEND are supported by partnership working with Carers, The Virtual School and external agencies.

School will draw on support plans and funding for best outcomes linked to analysis of needs.

A personal education plan (PEP) will be drawn up to outline needs, support and outcomes for looked after children.

A provision map with needs, support and outcomes will be planned for previously looked after children.

School will make best use of any additional LAC, previous LAC or Adoption Funding for best outcomes for the child and may resource:

- Additional adult support
- Specialist intervention programmes as recommended by professionals
- Buy in support from specialist providers
- Training for staff

Working Together

Who is involved in my child's education?

The best person to be informed about and plan high quality daily teaching for your child is the class teacher. This may be supplemented by SENCo and/or advice from outside professions.

If your child has special educational needs, they will be working with their class teacher and class teaching assistant.

- The class teacher will provide day to day learning, and resource and timetable daily interventions. The class teacher will plan and assess your child's learning in line with the year group teaching and National Curriculum expectations.
- The class teacher or teaching assistant may support your child with the lesson input, to begin independent learning or to join in with paired or group work.
- The class teacher or teaching assistant may support your child with planned intervention.
- If your child is supported by external professionals, this will be coordinated by the SENCo who will ensure that the class teacher and teaching assistant are fully informed.

- The SENCo will also facilitate external support with your child's class teacher.
- If your child has additional funding, they may be supported more specifically by a learning support assistant as specified in learning plans formulated by professionals, the SENCo and the class teacher. Your child will still have equal access to the class teacher and whole class teaching.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

All reports and information about a child are shared with class teachers and teaching assistants. Reports inform class provision maps and intervention timetables that are reviewed termly.

- Class teachers attend and contribute to multi-agency meetings to plan for children.
- Class teachers attend and contribute to annual education and healthcare reviews.
- Class teachers and teaching assistants attend training by professionals.

What expertise do you have in relation to SEND?

Staff have regular CPD for special educational needs including:

- EEF, including Special Education Needs in Mainstream Schools and 'Five-a-day' to improve SEND outcomes
- NASEN: Helping Everyone Achieve
- Sensory awareness
- Behaviour curriculum and support
- Autistic spectrum condition
- Disability awareness and equality
- School is developing further expertise in language and communication needs

Mrs Nevins Stanford, SENCo, has a National SENCo award.

Ongoing review and action planning takes account of the needs of children and staff in the school to plan ongoing professional development.

Which other services do you access to provide for and support children and young people with SEND (including health, therapy and social care services)?

The school is proactive in referring children to outside agencies to meet their needs, develop expertise and as part of our graduated response. We access a range of services to support children with special educational needs:

- Entrust SEND support
- Staffordshire Stafford SEND Hub
- Local Authority Educational Psychologist Support
- Occupational Therapy Support
- Behaviour support.
- CAMHS
- Action for Children Counselling Support
- Virtual School for Looked After Children
- Autism Inclusion Team
- Staffordshire Local Authority Visual Impairment Support
- Staffordshire Local Authority Hearing Impairment Support
- Social Services

Who would be my first point of contact if I want to discuss something?

Your class teacher is usually the first point of contact for support or to involve the SENCo.

A meeting with your child's class teacher and the SENCo can be arranged within a week if your concern if cannot be met by speaking to the class teacher.

Either speak to your child's class teacher or contact the school office if you would like a meeting to discuss your concerns.

Who is the SEN Coordinator and how can I contact them?

The school SENCo is Mrs Nevins Stanford. Mrs Nevins Stanford is also an Associate Assistant Headteacher for St Bartholomew's Multi Academy Trust.

Call the school office or speak to office staff to arrange a meeting with Mrs Nevins Stanford.

What roles does the IEB have and what does the IEB SEN member do?

How will my child or young person be supported to have a voice in the setting?

- Children review their learning each lesson with a discussion on skills developed and next steps.
- Children complete an attitude to learning/well-being /self-esteem assessment with their class teacher twice and year.
- Children give their views about progress termly as part of their review of support.
- Children give their views for Education Health Care Needs Assessment applications and annual review.

Children are supported through discussion to give their view. They might:

- Show us what they are proud of and what they find hard.
- Select or discuss resources that they like to use.
- Draw pictures of friends or worries.

Support for thinking about and making aspirations known can include:

- Discussion, stories, pictures and taking note of thoughts that they share.

We have a worship council with two representatives from each year group.

What help and support is available for my family through the school?

For family support, our headteacher Miss Gaskell can help in several ways:

- Support for filling in forms
- Signposting to other support services
- Early Help Assessments
- Referrals to the school nurse
- Referrals to family support
- Support for pastoral and friendship issues

Inclusion and Accessibility

How will my child or young person be included in activities outside the classroom, including educational visits?

All children with special educational needs are included in activities that are accessible to all our pupils including:

- Extra-curricular clubs
- Educational visits

- Regular visits to church
- Themed days and workshops

Additional support for these activities may include:

- Risk Assessments
- Adult support
- Social Stories
- Preparation for change
- Pictorial resources and check lists

Children can attend a fully inclusive after school and holiday club, PALS, run by Mo Tierney: [Before and After School Club | St Pauls CE \(C\) Primary School \(st-pauls-stafford.staffs.sch.uk\)](http://Before and After School Club | St Pauls CE (C) Primary School (st-pauls-stafford.staffs.sch.uk))

How accessible is the school's environment?

We are wheelchair accessible:

- A wheelchair ramp is available supporting access to and from the school's reception area for visitors, staff and pupils. There are stairs with handrails onto the playground and access to disabled toilets.
- Handrails are fitted to either side of the stairs from the Reception classroom to the outside environment, along with a ramp.
- There is a disable car parking space in front of the school. Arrangements can be made for this to be used for disabled pupils or parents.
- All classes have access to ear defenders, writing slopes, pencil grips, fidget tools, movement breaks and wobble cushions to support inclusive teaching.
- A distraction free workspace can be facilitated depending of the amount of pupils with sensory needs in the class.
- School is committed to inclusion and equal access for all pupils, and seeks advice from parents and external agencies to improve access and remove barriers to accessibility.

As part of our accessibility plan, we have targeted areas to further develop accessibility to the environment and partnership working:

- Curriculum and digital resources
- Maintenance of facilities
- Ongoing training for inclusive practice

What forms of communication does the school use to ensure inclusivity?

- Where required, school uses widget pictorial, text and symbol and dual language resources for communication.
- Widget can be used for messages and simplified newsletters where English is not the first language.
- School utilises dual coding (pictorial support) to support language and communication barriers and as good practice for all pupils.

Joining and Moving On

Who should I contact about my child or young person joining your setting?

Contact the school office for any queries about admission places or to begin arrangements for your child to join our setting.

Following this, a transition pathway can begin.

How can parents arrange a visit to your setting?

A visit to our school can be arranged by calling the school office:

- To view the school as a prospective school.
- As part of a transition arrangement.

- As part of a family concern.
- We hold Reception open events for new or prospective parents at the beginning of each school year.

How will you prepare and support my child or young person to join your setting and how will you support them to move on to the next stage in education?

For children starting in Reception, home visits take place for an informal chat about your child. We also liaise with your child's previous setting. There are a number of transition events to come along to and meet key staff, including opportunities to ask questions and find out key information about the school day, week and year.

Children will have a staggered induction by attending shorter and fewer sessions initially.

For transition to their new class at the end of the school year, children time in their new class with their new class teacher so that they can enjoy the summer holidays without anxiety, and we can be well prepared for the new school year. Some children will have the opportunity for additional support before the two-week transition supported by a photo book of key adults.

For children moving on to high school, there are opportunities to visit the school as part of planned transition between the Stafford schools. School staff from each school meet to discuss attainment, needs, strengths and friendship groups.

For children starting part way through a school year, you will have the opportunity to look around the school with your child or without your child first if that is more suitable. You will then have a transition meeting with our Headteacher, Miss Gaskell. We will liaise with your child's previous setting and ensure that they can get off to the best start with the correct support in place.

Additional Information

What other support services are there who might help me and my family?

If you require additional support or signposting to services:

The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) offer information and confidential advice and support.

Our SENDCo, Miss Gaskell, is a friendly face and listening ear with helpful suggestions and practical support to signpost you to family support services, or begin an early help assessment to get support services in place.

Our SENCo, Mrs Nevins Stanford, is available to support you with Special Educational Needs including behaviour support. This support can be with you and the class teacher for partnership working.

Call into the school Office to make an appointment with your class teacher, our SENCo or our Headteacher.

When was the above information updated, and when will it be reviewed?

Our SEND information report is updated each year at the end of September, in the Autumn Term. This is the first version of the new SEND information report and it will be reviewed and updated or revised as required annually.

What can I do if I am not happy with a decision or what is happening?

If you are not happy or have any concerns, please make an appointment to speak to the class teacher, SENCo, Headteacher or any combination of these as soon as possible. It is much better to raise your concerns and work

in partnership to have a better understanding or find solutions to problems.

We take your concerns very seriously and will do our utmost to help you. If your complaint cannot be resolved or you are not happy with the way that it has been dealt with, follow the steps in our complaints policy.

Staffordshire's Local Offer: [Staffordshire Connects](#)