

ST PAUL'S PRIMARY SCHOOL- SEND INFORMATION REPORT 2014-2015

<ul style="list-style-type: none">• The kinds of special educational needs that are provided for	<p>St Paul's is a two-form entry mainstream primary school. St Paul's is an inclusive setting, which takes children from Reception through to Year Six. We fully comply with the requirements outlined in the Special Educational Needs Code of Practice (2014).</p> <p>Staff have been trained so as to be able to cater for learners who may have difficulties with:</p> <ul style="list-style-type: none">• Cognition and Learning• Communication and Interaction• Social, Emotional and Mental Health• Sensory and/or Physical Needs <p>We make reasonable adjustments to our practices to comply with the Equality Act (2010).</p> <p>We have staff trained in the following areas: ASD, Speech and Language, Social and Emotional Development and Occupational Therapy.</p>
<ul style="list-style-type: none">• Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO	<p>The school has a SEN policy which can be found on the school website www.stpaulsschool-dorking.co.uk/page_viewer.asp?page=Policies&pid=15</p> <p>The Special Educational Needs Co-ordinator (SENCO) is Mrs Hughes and she can be contacted via the school office on 01306 883547 or via email at info@stpauls-dorking.surrey.sch.uk</p> <p>Mrs Hughes is available on Tuesdays and Thursdays but should you have a concern at another time then please leave a message with the office and she will contact you as soon as possible.</p> <p>Tracking data and meetings with the senior leadership team (SLT), class teacher and Special Needs Co-ordinator (SENCO) are used to identify those</p>

raising concerns re progress or other issues impacting on a child's learning. Children are continually monitored and concerns along with progress are closely tracked.

Parents who have concerns can raise these with the class teacher or with the SENCO directly.

Children entering Reception with Special Needs are closely monitored and targets are set as appropriate to the needs of the child. The school liaises closely with the pre-school setting to ensure that the school is fully informed of a child's needs.

In collaboration with the SENCO, class teachers set realistic and achievable targets for children. A wide range of intervention programmes are used to support a child's area of need. Both teaching and support staff receive regular training and updates about new programmes. There are members of staff who are highly trained in specific interventions. Programmes of work vary in length according to the type of need that is being addressed.

Each term the Head Teacher reports to the Governors about the levels of special needs (SEN) within the school. There is an attached SEN governor. Governors are informed of the progress made by children who have special needs at annual progress meetings.

Interventions and the impact they have had on children's learning and progress are monitored by teaching staff on a half termly basis and revised accordingly.

The SENCO meets with class teachers on a termly basis to review progress made by children who have a special need and to set new targets.

	<p>Class teachers can approach the SENCO or SLT if they have concerns about a child in the meantime.</p> <p>The school operates an 'Assess, Plan, Do and Review' cycle, whereby each term class teachers first assess the child's needs then plan and map out the additional support and interventions to be carried out with the child. Clear targets are set and these interventions are then reviewed on a half termly basis to check the impact they are having on the child's progress.</p>
<ul style="list-style-type: none">• Arrangements for consulting parents of children with SEN and involving them in their child's education	<p>The school has a regular reporting cycle for all children in the school, where parents are informed of their child's progress.</p> <p>This cycle takes the form of two parents' evenings; one in the Autumn term and one in the Spring term. At these meetings class teachers will discuss a child's provision map, the interventions they are accessing and the outcomes they are working on. They will also inform parents of the progress their child is making both in class and within the additional interventions they are receiving. At these parents meetings, teachers will also share ideas with parents about how they can further support the targets the child is working on at home.</p> <p>In the Summer term parents will receive a formal written report, detailing their child's progress in all areas of the curriculum as well as information about their child's general progress. At this time parents will also receive a written evaluation of the child's recent intervention targets/outcomes as well as an updated provision map outlining new targets for the remainder of the year. This provision map will go up with the child in the Autumn term to their new class teacher.</p> <p>Following the Summer reports there is an open afternoon, where parents are invited to come in and have a look at their children's work as well as coming to</p>

share any concerns with their child's teacher.

We have an open door policy where parents are invited to come in and speak to either the class teacher or the SENCO should they have concerns about the overall progress of their child.

The SENCO holds regular meetings with parents and often outside agencies to discuss progress and to identify the best ways to address a child's needs.

The school holds regular training for parents such as maths evenings and reading evenings to inform parents of how these subjects are taught and to model strategies such as calculation methods.

Parents are welcome to volunteer to come in regularly to hear readers. Training for this is given and class teachers can be approached if you wish to volunteer. All regular volunteers require a DBS (Disclosure and Barring Service) check, forms for which can be obtained from the school office.

The parent association-FOSPA- is open to all parents and is well advertised. We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. FOSPA can be contacted at FOSPA@stpauls-dorking.surrey.sch.uk

Parents with particular skills sometimes come in to share those with a class, if their skills are relevant to the topic being studied.

<ul style="list-style-type: none"> • Arrangements for consulting young people with SEN and involving them in their education 	<p>As already mentioned the school holds termly data meetings for every class in the school. When there are concerns about progress for a child, the SENCO, class teacher and senior leadership team liaise with each other. Following the sharing of information decisions are made about the most appropriate support to put in for the child.</p> <p>At this stage the child is then spoken to about the additional support they will be receiving. Teachers sit down with the child and have a discussion about the child's strengths and what helps them to learn best. Together with the child, a one page profile is completed. This profile is later shared with parents as part of the process for creating a Pathway Plan for the child.</p> <p>The one page profile is important for giving staff a clear overview of the whole child. We feel it is important to have the views of the child so that they feel involved in their own learning.</p> <p>At the end of each term when interventions are fully evaluated, children are involved (where appropriate) in discussing the effectiveness of the interventions they have received. We generally find our children are able to recognise what has worked well for them and what has supported them in their learning, as well as being able to say what they need to continue to work on.</p>
<ul style="list-style-type: none"> • Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review 	<p>We follow clear guidance for age related expectation and targets as set out by the Department For Education. Ultimately we are striving for children to achieve their full potential.</p> <p>During our assess, plan, do and review cycle we will look at the actions needed to support a child towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution.</p> <p>Tracking data along with observations/discussions by staff help to inform how</p>

well a child is doing.

Children's targets are discussed with parents at parents' evenings in the Autumn and Spring terms as well as informally should parents want to drop in for regular updates. At parents evening teachers will discuss the targets a child is currently working towards and explain how the learning/interventions are planned to support these targets. Provision maps (which document the targets) may also show how parents can support their child's learning at home.

Each child's annual school report identifies how the child's attainment compares to the national expectations, using language such as in line, below expectation, above expectation.

Half termly curriculum maps are sent out to parents to inform them of the curriculum for that half term for each year group.

Annual Parents' Information evenings help to update parents and advise them how best to support their child's learning. These include maths evenings, reading evenings and a 'how children learn' evening.

If a child is involved in additional interventions and is on the Special needs Code of Practice parents will receive termly details of the targets they are working on. These targets will often include a target that can be worked on at home.

Initial teacher meetings at the start of each academic year ensure that parents are aware of the expectations for that particular year group.

We also have a Home School Link Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all round development.

<ul style="list-style-type: none">• Arrangements for supporting young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.	<p>In the Early Years our Reception class teachers go out to each child's home setting to meet with parents and children. This is an opportunity to discuss any concerns the parent may have and it provides staff with an opportunity to meet the child in a setting they are comfortable and familiar with.</p> <p>Records for each Reception child are shared by preschools and nurseries. Children are encouraged to do a pre visit whilst at playgroup. Our reception teachers go and visit most children in their pre-school setting and often they are accompanied by the teaching assistants who will be working in reception too. They join us for an hour or so with their play leaders. Additional visits can be arranged if needed.</p> <p>Our Reception start at the end of the first week of term, finishing at lunch time for the first few days before becoming full time from the third week of term.</p> <p>When our Reception children begin to stay for lunch they are paired up with a Year 3 buddy to support them at lunch time. The Year 3 buddies have lunch with the children and help them during the lunch play for the first few weeks.</p> <p>Children joining the school during the academic year often have a tour of the school from a peer. Where possible they have an afternoon/hour in their new class before their start date.</p> <p>Parents can meet class teacher/SENCO to discuss the child's needs.</p> <p>We are fortunate to have strong links with our two local secondary schools; The Priory and The Ashcombe. Each year we hold meetings with staff from both schools. Year Six teachers meet with Year seven heads of year to share an overview of all our individual learners including those who have SEN. The SENCO meets with SENCO'S from both schools to share an overview of each</p>
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child with SEN. Good practice is shared so that transition to the next phase is made easier.

In some cases staff from the secondary schools come in to work with the children to give them a familiar face when they transfer.

Both secondary schools also offer a transition programme which runs for a few days over the Summer holidays. This provides an opportunity for children to familiarise themselves with their new school setting, in a relaxed and informal manner.

Visits to the secondary schools are encouraged and all children are encouraged to attend the induction day for their chosen secondary school.

Where we know there are likely to be high levels of anxiety we can send staff along for parts of the induction day.

In some cases, particularly for those children with a statement/EHCP, additional visits are arranged to help the child familiarise themselves with their new environment.

In cases where a child is moving on to specialist provision, we also liaise closely with the new school. We are able to arrange visits, often with a member of our staff. Children are encouraged to attend the induction day for their school. We also make sure we do a thorough handover between the SENCO and the SENCO of the new setting, so that the transition is as smooth as possible. Often a member of staff from the new school will come and visit the child in our setting, so that the child has a familiar face. In some instances the schools provide us with materials such as photos to share with the child prior to the transfer. This can help make the transition as smooth as possible.

<ul style="list-style-type: none"> The approach to teaching children and young people with SEN 	<p>All our teachers are teachers of pupils with SEN. We adopt a graduated approach to meeting needs, through quality first teaching our staff make adjustments to help include all children not just those with SEN.</p> <p>Children entering Reception with special needs are closely monitored and targets are set as appropriate to the needs of the child. The school liaises closely with the pre-school setting to ensure that the school is fully informed of a child's needs.</p> <p>In collaboration with the SENCO, class teachers set realistic and achievable targets for children.</p> <p>A wide range of intervention programmes are used to support a child's area of need. Both teaching and support staff receive regular training and updates re new programmes. There are members of staff who are highly trained in specific interventions. Programmes of work vary in length according to the type of need that is being addressed.</p>
<ul style="list-style-type: none"> How adaptations are made to the curriculum and the learning environment of young children and young people with SEN 	<p>Our staff make reasonable adjustments to include and support all learners. Teachers put a lot of time and effort in to differentiating approaches and resources in all areas of the curriculum to meet the needs of all the children in their class. Learning styles are carefully considered as well as the level of support required by some children.</p> <p>We often do pre-assessments of children's learning before we teach a new unit of work. This enables teachers to ensure that the pitch of the unit is correct for all children in the class. As new topics are taught across the curriculum areas, teachers adapt their planning accordingly for their class. E.g. in maths planning is often done on a daily basis as teachers assess how children have</p>

responded to the concept taught. This means they can plan for the next day based on what may need to be revisited or what may need to be taught to move children on in their learning.

Groups are fluid across the subjects and within a subject e.g. a child may be capable in one aspect of maths but struggle with another aspect thus they would not be in the same group or be given the same level of work for each area.

We have an accessibility plan which shows how adaptations are made not only to the built environment but to the environment and how information is accessed by learners and their parents. Should you require information in audio form or large print this can be obtained from our school office.

Our physical environment has been adapted to ensure wheelchair access. We have disabled toilets and ramps within the building itself. All classrooms are carpeted and most have blinds and lowered ceilings to reduce echo/background noise

Interactive whiteboards have a variety of coloured backgrounds, which can be changed to meet the needs of those with visual impairment.

The school is able to access support from the Local Authority to meet the needs of parents who may have English as an additional language to ensure that communication levels are maintained.

The school regularly liaises with the physical and sensory support team to address the needs of those children with physical, visual or hearing difficulties.

Some of our pupils with ASD have individual work stations within a quieter area of the classroom.

	<p>Some of our pupils with fine motor difficulties may access writing through the use of a laptop.</p>
<ul style="list-style-type: none">• The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured	<p>The school is currently part of a partnership of local schools, which have access to external support from Language and Learning Support, Educational Psychologists, Behaviour Support and CAMHS. We also receive ASD outreach support from Linden Bridge.</p> <p>Many of our teachers and teaching assistants have received ASD training from Linden Bridge.</p> <p>We currently have two members of staff who are ELKLAN trained and are thus able to support those with speech and language difficulties.</p> <p>One of our teachers and one of our TA's have been trained in Read Write Inc, a phonics and reading programme.</p> <p>Three members of staff have recently been trained in the ARROW reading and spelling programme.</p> <p>We have a trained ELSA (Emotional Literacy support) who is able to offer support to children with low self-esteem, provide work on social skills and offer a listening ear to those who may need it.</p> <p>We employ a Home School Link Worker for one day a week to offer support to both parents and pupils and provide a link between home and school. Information about her services can be obtained via the school office.</p>

	<p>The SENCO liaises regularly with outside professionals such as the Educational Psychologist, the Home School Link Worker, Speech and Language therapists, Language and Learning support and Behaviour support. In some cases the SENCO is able to make individual pupil referrals to these services to secure assessment and or advice to help support a child.</p>
<ul style="list-style-type: none"> Evaluating the effectiveness of the provision made for children and young people with SEN 	<p>The school matches its resources to children with special needs according to the level of each child's needs.</p> <p>We review the needs of all children in the school and endeavour to put in place provisions in order to be able to cater for these needs.</p> <p>Some of the funding the school receives may go towards funding staff training, so that staff are more skilled at supporting differing needs.</p> <p>The SENCO and members of the SLT carry out observations of whole class teaching and intervention groups, as well as carrying out learning walks, which include reviewing how provision is delivered and help to maintain standards through rigorous quality assurance.</p> <p>For children with more severe or more specific needs, resources are used to provide additional intervention in order to support a child's progress.</p> <p>In cases where a child has been identified as having a statement/EHCP, which requires a number of hours of support to be given to a child, then resources are provided as set out in the child's plan.</p> <p>Our Provision Mapping tool enables to look at the impact each intervention has had for individual children. This helps us to make decisions about whether specific interventions are proving to be effective both in terms of time spent</p>

	<p>on them and cost of the intervention.</p> <p>Each year we review the needs of all the children in the school to see if there is a change in the overall makeup of the school. Decisions are then made as to whether to put any additional interventions in place.</p>
<ul style="list-style-type: none"> • How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN 	<p>We have a whole school approach to inclusion which supports all children engaging in activities together.</p> <p>All children are encouraged and supported to participate in trips. Special measures are taken to ensure that any child who has a specific need or difficulty has a designated adult with them i.e. a TA or parent. We make reasonable adjustments so that learners can join in with activities regardless of their needs.</p> <p>All children are actively encouraged to participate in a club and staff are made aware of any additional provision they may need to make to accommodate this.</p>
<ul style="list-style-type: none"> • Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying 	<p>We have a highly experienced team of teachers and TA's who nurture our pupils. Children are aware that if they have a concern they can speak to an adult. Each class has a 'worry box' where they can write down and leave their worry if they do not want to approach their teacher directly. The teacher can then speak to the child about their worry.</p> <p>We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours.</p> <p>www.stpaulsschool-dorking.co.uk/page_viewer.asp?page=Policies&pid=15</p> <p>Our PSHE lessons look to develop emotional and social development. Within these programmes of study we also look at the impact of bullying and how to address these types of behaviours.</p>

The school has a HSLW who meets regularly with parents and children who have been identified as needing some emotional support.

The SENCO meets regularly with HSLW to identify and share any concerns and to ensure best support is in place for the child.

We also have an ELSA who is able to support children in their emotional and social development. She is able to address a variety of needs including low confidence and self-esteem.

At play times there are playground leaders to support those who may need help. We also have a playground bench where children who are feeling lonely or in need of someone to play with can come and sit and wait for a 'friend' to come and play with them.

Most playtimes and lunch times we have a TA on duty who is designated for ASD children. This TA is someone with ASD experience and the children are made aware they can go and see this adult at playtime. Equally this TA keeps an eye out for and offers support to those children who may need it.

We have Elklan (speech and language) to support those who may need additional support in sharing and articulating their views.

The school has a clear medicines policy. For children who are taking long term medication, this can be administered by the office staff.

For those who need it we draw up behaviour plans, can refer children for additional support from the home school link worker and if needed provide additional support in class.

<ul style="list-style-type: none"> • How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families. 	<p>At St Paul's we are concerned with the overall development of all our children. At times this may necessitate working with agencies outside the school setting.</p> <p>We regularly hold meetings where professionals outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases parents and children will be consulted and consent sought so that agencies are able to work in supporting the overall development of the child.</p> <p>We have strong working relationships with a variety of agencies e.g. Social Services, Behaviour Support, Linden Bridge ASD outreach services, Language and Learning Support, Educational Psychologists, CAMHS and Speech and Language support. We regularly engage these services to come in and observe some of our children, carry out assessments and offer teachers advice and guidance as to how best support individual children's needs. Many of these services also meet with parents to inform them of assessment findings and share advice and strategies for both school and home.</p> <p>We have a particular duty to ensure that looked after children are given the appropriate support and care to help support their progress and engagement with the learning environment. Our designated teacher, Mrs Malia, meets with social services and the virtual school to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to support the child's development.</p>
<ul style="list-style-type: none"> • Arrangements for handling complaints from parents of children with SEN about the provision made at the school 	<p>The SENCO at the school is Mrs Hughes, who can be contacted on 01306 883 547.</p> <p>In the first instance if a parent has a concern they are advised to contact their child's class teacher. If the matter cannot be resolved at this stage then the SENCO and/or Head Teacher may become involved and a meeting convened to</p>

discuss the nature of the complaint and to look for a resolution to the issue.

A copy of the school's complaint procedure can be found on the school's website
www.stpaulsschool-dorking.co.uk/page_viewer.asp?page=Policies&pid=15

The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through Surrey SEND Information, Advice and Support Service (SSIASS)

<http://www.surreyparentpartnership.org.uk/>