



## SEND Information Report – St Paul's CE Primary School

2020-2021

### Contact Details

- School SENCO- Mrs Collette Marshall (NASENCO) – [SENCO@stpaulscrompton.org.uk](mailto:SENCO@stpaulscrompton.org.uk)
- Head Teacher- Mr Gareth Elswood – Tel- 0161-790-7468

### How St Paul's provides support for SEND children

Our school provides support for pupils across the four areas of need as defined in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

### 1. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEND

- The progress of all our children is closely monitored each half term. Pupil progress meetings are held between the head teacher and individual class teachers. The SENDCO is responsible for monitoring the SEN register. Staff are continually assessing and evaluating the impact of their teaching on all pupils. In line with the 2014 Code of Practice a graduated response, as follows is made to pupils who have SEND: 1)Monitor 2)Support Band A 3)Support Band B 4) Support Band C 5) Statutory Assessment 6) EHCP. (See SEND policy for more details)
- Firstly, if any concerns arise then a discussion will take place between the class teacher and SENDCO and next steps discussed.
- This is usually followed up with a meeting with parents/carers to discuss concerns and next steps. From this point a child will receive additional support, which may take a variety of forms; academic, emotional, social.
- Their progress will continue to be monitored.
- If insufficient progress is being made, 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 be the basis of the child's individual target plan which will then be created to document detailed SMART targets. The child, parents and class teacher will all contribute to the child's individual progress plan/one page profile. This will be evaluated at the end of each term, by the child, the teacher and the parent.

- Those children who have significant difficulties and complex needs may require an Education, Care Health Plan (ECHP) This is a statutory document which sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist with this.
- The same process would take place with a LAC (Looked After Child) however a social worker and other professionals would also be involved at the initial meeting. These next steps would form the targets on the child's PEP (Personal Education Plan).
- Our school SEND policy can be viewed on the school website at [www.stpaulscrompton.org.uk](http://www.stpaulscrompton.org.uk).

2. Information about the school's policies for making provision for pupils with SEND 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 SEND children. We provide a wide variety of intervention programmes and additional support (see section) We expect children to make good/outstanding progress with this support. We need to make sure that the interventions we provide allow this to happen. If not, then we look at alternative provision.

- Where support additional to that of normal class provision is required, it will be organised through the class teacher, SLT and SENDCO.
- This will include: differentiation in class, TA support and small group support where possible.
- When a child takes part within small group sessions or intervention groups, their progress will be monitored half-termly and logged on their Individual progress plan. This will clearly measure the impact upon the child's learning. Progress is then shared with the parents during meetings where necessary.
- If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised and new methods considered, where appropriate.
- Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment – applying for an EHC Plan. Parents will be fully consulted at each stage. Each of these intervention bands are detailed in appropriate sections of our policy. Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child's needs. This will also be done through reviewing the children's termly progress plans and ensuring targets are being met. A copy of the child's progress plan is given to and signed by the parents/carers.

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

- The progress of all pupils in school is assessed half termly by the head teacher and class teacher through scheduled Pupil Progress Meetings. However, IPP's are evaluated on a termly basis by the class teacher, pupil, parents/carers & SENDCO. Discussions take place between the SENDCO and class teachers and any children who are 'causing concern' are raised. Children who have an Education Health Care Plan (EHCP) have an annual review to discuss the targets set out in the original statement/ EHCP. Professionals from outside agencies may also be invited, alongside the SENDCO, Headteacher, class teacher and parents/carers to discuss the objectives set out in the EHCP.
- These are the more formal arrangements; however parents are invited to come in for a more informal meeting if they have any concerns about their child's progress or wellbeing. The SENDCO can be contacted via the school office or via email at [SENCO@stpaulscrompton.org.uk](mailto:SENCO@stpaulscrompton.org.uk) . It is essential to have good communication between home and school for optimum progress to be made.

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

We support the National Curriculum Inclusion Statement, which states:

"When planning and teaching, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning. All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Lessons should be planned to ensure that there are no barriers to every pupil achieving." This is also outlined in the SEND Code of Practice 2014.

We believe every child should be allowed to reach their fullest potential.

St Paul's ensures that this happens by the following means:

- Quality first teaching
- Pupil progress meetings
- Pre-learning
- Precision teaching
- Scaffolded prompts
- Teacher/Teaching Assistant Support
- 1-1 & small group support
- Planned intervention programmes

All of these are carefully monitored half termly to ensure progression

- How the school adapts the curriculum and learning environment

Our school understands the importance of differentiation in enabling children to access the curriculum depending upon their needs. It is dependent on the individual child's particular/specific needs, as well as the funding given to support the child, as to how children can best access the curriculum.

This is often done through Quality First Teaching which incorporates;

- class task differentiation
- group support (both in and outside of classes)
- Use of Class Teacher support, Teaching Assistant support and one-to-one support where applicable.
- The curriculum will be adapted, where it is required, as will the learning environment.
- Teachers and teaching assistants appropriately pace the lesson, recognise achievement and reward as necessary.

- Additional support for learning that is available for pupils with SEND

Additional Support:

- Teaching assistants are employed and used to support and enhance learning for all pupils.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Smaller group work to support and enhance learning including literacy and numeracy booster sessions
- 1-1 individual support for Literacy, Numeracy, Speech and Language programmes
- Word walls and individual resources to support learning i.e. word books, key vocabulary.
- Pre-teaching of topics - Elklan Strategies
- Differentiated activities, learning and resources.
- Teaching linked to pupils' specific needs
- Volunteers- We have a number of volunteers who work within school. e.g. listening to readers, playing board games etc

Interventions

- We use a wide variety of programmes. Please See the list below
  - Wellcomm
  - Speech and Language programmes
  - First Class at Number
  - Numbers Count
  - Meemo

d. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum; and the wider school life

Extra-curricular activities are offered on a rota system throughout the school year. These clubs include

- Art/Crafts
  - Gardening
  - Athletics
  - Choir
  - Ethos Group
  - Booster groups
  - Minecraft
  - Languages
  - EdStart clubs
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- These clubs are available to all our children (key stage permitting). Under the 'reasonable adjustment duty' changes can be made in order to accommodate children with a specific requirement.
  - Percentages of attendance of SEND children at extra-curricular activities is regularly monitored.

e. Support that is available for improving the emotional and social development of pupils with SEND

At St Pauls

- We have a HLTA who runs a nurture group and various interventions such as a self esteem programme, for pupils who have been identified as having social and emotional barriers to learning. During these sessions we aim to raise self esteem and confidence, help pupils to manage pressures and difficult times in their lives, encourage them to achieve, support them in developing friendships and learn about their social and emotional skills and how to improve these.
- We have a sensory room in school which all pupils can access. The sensory room is a safe, calming space.
- We have a behaviour system that is firmly embedded both within and outside of the classroom. All children are aware of the behaviour system and are praised for following the guidelines.
- We have our own Golden Rules that are firmly embedded both within and outside of the classroom. All children are aware of these and are praised for following them. Christian values of forgiveness, compassion, creation, peace and friendship along with the values of respect,

tolerance and empathy are also taught within SEAL, PHSCCE and RE lessons as well as through the general culture and ethos of everyday life in our school.

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

The SENDCO at St Paul's is CE Primary School is **Mrs Collette Marshall**.

Mrs Marshall can be contacted by phoning the school office on 0161-790-7468 or [SENCO@stpaulscrompton.org.uk](mailto:SENCO@stpaulscrompton.org.uk)

5. Information about how the expertise and training of staff in relation to CYP with SEND and about how specialist expertise will be secured

- Professional Development is in place for all members of staff at St Paul's CE Primary. This means that each year all staff evaluates their own training needs as part of their professional development meeting. The Senior Leadership Team and SENDCo monitor the needs of the children and identify any training which needs to take place.
- High number of teachers and teaching assistants at St Paul's are Ekklan trained. (Speech and Language).
- Staff trained in interventions such as First Class at Number and Phonics Catch up programmes.
- Staff work very closely with a variety of external agencies and therapists and our Educational Psychologist. Their support will be sought when deemed necessary.
- Mrs C Marshall holds the National Award for Special Needs Coordination(NASENCO)/Postgraduate Diploma in SEN and Inclusion.

6. Information about how equipment and facilities to support CYP with SEND will be secured

- There is a designated budget for SEND which is monitored to ensure 'best value'. On-going monitoring and evaluation together with the strategic planning of SEND ensures that all children's needs are met through careful targeting of both human and material resources.
- School can also apply for Temporary Additional Funding (TAF) to support children with SEND for up to two terms in exceptional and emergency situations, in order to allow the school time to gather together evidence to support a submission to request statutory assessment. School must have parental consent to the application being made. TAF is managed by the SEND Caseworker Team and issued at the discretion of the SEN Part 3 Panel.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

- At parents evening consultations, parents are informed of their child's progress and their child's individual progress plan shared. Parents/carers are welcome to contact school at any time to discuss any issues or concerns they may have; face to face meetings, phone calls, emails are all ways that parents can share their views and opinions. Please note staff might not always be available immediately due to teaching commitments therefore will get back in touch with as soon as convenient. In addition to this, during the school year there are regular class assemblies and parent workshops. Parent's views and comments are gathered throughout the year through questionnaires. All children take home an annual school report at the end of each academic school year. In EYFS, parents receive weekly photographs from the 2Build a profile tracker.
- For a child with an EHCP, annual review meetings are held within school. Where the child is under 5 years old, reviews are held every 6 months. Parents and external agencies involved with child are invited to the annual review meetings to discuss the child's progress and next steps. Both Parent and Pupil's views are gathered as part of the annual review process.

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

We value and celebrate each child's views on all aspects of school life. If a child has a Education, Health Care Plan their views will be sought at the review stage, if appropriate.

SEND pupils play a huge part in evaluating their own progress and help to develop the next steps in their learning.

- Children are familiar with their targets that are displayed at the back of their Maths and English books. They help to evaluate them with the class teacher when they have been achieved. Provision/resources can be changed /adapted, so if a teacher/parent/carers/pupil suggests an alternative way to achieve a specific target, then this is considered.
- We also have an established school council where pupil voice is heard in relation to different aspects of school life. Our SEND children are effectively represented on the school council.
- Pupil questionnaires are filled in and evaluated on an annual basis

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND 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 SENDCo. (**Mrs Collette Marshall**) If there is still no resolution:
- Stage 3: The Head Teacher (**Mr Gareth Elswood**) should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors, (**Mr Shahrokh Taromsari**)
- 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 SEND and in supporting the families of such children

- St Paul's CE Primary School works very closely with the school's Educational Psychologist in assessing Special Educational Needs. Once a decision, in conjunction with parents/carers, has been made to involve the EP, a referral is made. A date is set and the EP commences the plan-do-review cycle. Parents/carers are involved in the consultation and review meetings.
- If the child is EAL, then a translator can be arranged for the assessment.
- It may also be deemed necessary for a child to be referred to speech and language. Again, parents' permission will always to be sought. (In the case of an LAC, permission may be given by the carer or the social worker). Parents are responsible for taking their child to all speech and language appointments.
- We also have the facility to seek advice from Salford SEND Support Services. We have good links with The Learning Support Services who provide invaluable specialist support for areas such as Autism, Social, Emotional and Mental Health, Dyslexia, Dyscalculia etc. We work closely with the school nurse and continue to have good links with the community paediatricians and CAMHS (Child and Adolescent Mental Health Services).
- At times an Early Help Assessment may need to be completed. This is an assessment tool which looks at the whole family and helps to identify where the need is and who is best suited to offer support in that area. This is where we need to look at using other agencies within Children's Services to provide skilled support for the entire family, thus helping the child. An Education Health Care Plan provides a holistic approach to supporting children and their families.

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

<p><i>Salford Information Advice and Support Service Unity House Salford Civic Centre Chorley Road Swinton M27 5AW</i></p>	<p><i>0161 778 0343  siass@salford.gov.uk</i></p>
<p><i><u>For children aged 0-5</u> Early Support/Portage Home Visiting Team/Inclusion Officers Starting Life Well Unity House Salford Civic Centre</i></p>	<p><i>0161 793 3275</i></p>

<i>Chorley Road Swinton M27 5AW</i>	
<i>Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY</i>	<i>0161 778 0410</i>
<i>Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP</i>	<i>0161 607 1671</i>
<i>Educational Psychology Service Burrows House M28 2LY</i>	<i>0161 778 0476</i>
<i>Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA</i>	<i>0161 793 3535</i>

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

<b>Transition From</b>	<b>To</b>	<b>Support Service</b>	<b>Contact details</b>
<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>

		LSS	0161 607 1671
Key Stage 3	Key Stage 4	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 4	Key Stage 5 and beyond	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
		New Directions (the Joint Learning Difficulty Team within Adult Services)	0161 793 2286
		Transition Coordinator	0161 793 2298
		Connexions	0161 603 6850
		Salford City College Learning Support	<p>City Skills Sixth Form Centre - <a href="#">50 Frederick Road, Salford, M6 6QH</a></p> <p>Eccles Sixth Form Centre - <a href="#">Chatsworth Road, Eccles, Salford, M30 9FJ</a></p> <p>FutureSkills - <a href="#">Dakota Avenue, Salford, M50 2PU</a></p> <p>Pendleton Sixth Form Centre - <a href="#">Dronfield Road, Salford, M6 7FR</a></p> <p>Walkden Sixth Form Centre - <a href="#">Walkden Road, Worsley, Salford, M28 7QD</a></p>
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)			0161 603 4500

<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>The local authority's local offer can be published on: <a href="http://www.salford.gov.uk/localoffer.htm">http://www.salford.gov.uk/localoffer.htm</a></p> <p>The local offer for St Paul's CE Primary School can be viewed at <a href="http://www.stpaulscrompton.org.uk">www.stpaulscrompton.org.uk</a></p>	
<p><b><u>COVID-19 Addendum:</u></b></p> <p>From September 2020, the Government announced plans for all children to return to school on a full-time basis.</p> <p>Following the guidelines published by the government, St Paul's CE Primary will offer the following provision for pupils with SEND:</p> <ul style="list-style-type: none"> <li>• Children will be taught in 'bubbles' in their year group. Each bubble will have a Class Teacher and a Teaching Assistant/s assigned to them.</li> <li>• Children will have access to their relevant curriculum and quality first teaching, through carefully planned differentiated lessons, set by the Class Teacher, which take into account the individual needs of the children.</li> <li>• Upon their return to school all classes will take part in a recovery curriculum prioritising emotional health and wellbeing; re-establishing friendships; and social engagement.</li> <li>• Interventions will take place in 'Year Group Bubbles'. Trained Teaching Assistants will continue to deliver evidence-based interventions.</li> <li>• SEND One Page profiles and Progress Plans will continue to be in place for children with an EHCP, and those children who are 'SEND Support'.</li> <li>• EHCP Annual Review will be held via Zoom/Microsoft Teams/ Telephone call with Parent/Carers and professionals involved in the child's education and care.</li> <li>• External agencies will continue to provide support via Zoom/ Microsoft Teams/ Telephone Calls and within school, when necessary, following the usual graduated response detailed above.</li> </ul>	

## **Remote Home Learning SEN Provision**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Immediate contact from Mrs Marshall (SENDCO) on Mon-Wed or class teachers for pupils with SEND to discuss the imminent remote learning plan and to offer any support and advice
- offer of access to a school based learning provision for pupils with an EHCP or pupils deemed to be vulnerable
- personalised learning tasks for all pupils with a SEND/barrier to learning set by their class teacher on Google Classroom
- access to specialist teaching staff in compliance with EHCP's
- providing additional Zoom sessions with a Teaching Assistant and their class teacher focusing on the individual targets.
- offering additional Zooms for those children on the SEND register. These children will receive additional Zoom sessions per week which will be small group or individual with their known Teaching Assistants. These Zoom sessions will focus on their individual targets on their pupil progress plans, e.g. social communication, emotional well-being or academic support.
- sending home of any necessary resources to support a child to access learning remotely.
- regular contact from a member of the school team for pupils deemed to be vulnerable or pupils identified as a concern by their class teacher