

**St Paul's**  
C of E Primary School



**A place to belong**

# Special Educational Needs and Disabilities Report

**Chair of Governors Approval:** Martyn Long & Tom Keef

**Headteacher Approval:** Christie Waite

**Member of Staff Responsible:** Emma Hartley

**Reviewing Committee:** FGB

**Date of Adoption:** Sept 2022

**Date of Review:** Sept 2023

**Statutory / Non Statutory:** Statutory

# St Paul's C of E Primary School

## *A Place to Belong*

### Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

### Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

*“Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely.”*

*Romans 12:5-8*

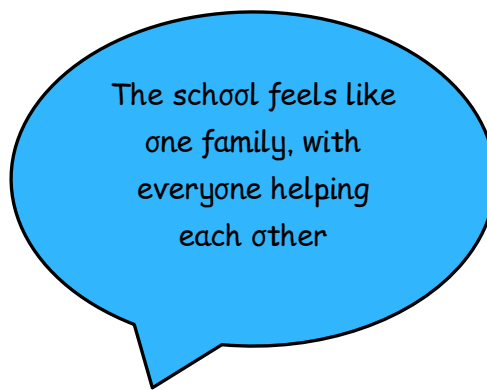
# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES REPORT

## *WORKING TOGETHER TO SUPPORT YOUR CHILD*

### **Introduction**

At St Paul's we aim to provide a caring and supportive environment, based on a foundation of Christian values, where every child matters. Each child is valued equally and given the opportunity to achieve the very best they can.

Parents say:



Sometimes children need additional support for all or part of their time in school. This booklet will inform you about the types of support available to your child during their time at St Paul's. It will help you to understand who can help if your child needs additional support, and how this can be accessed.

All pupils at St Paul's receive 'Quality First Teaching'. This means that a range of teaching styles and approaches are used and learning objectives are set for all the children to match their learning needs. Children have access to different types of support during lessons; they often work in small groups or one to one with a Teacher or Teaching Assistant.

### **How do we identify special educational needs and disabilities?**

Assessing children's progress is a daily part of teaching in all classes. Teachers observe children as they work, mark their work and carry out various other assessments. If our teachers think that your child may not be making the same amount of progress as other pupils, or may be falling behind the level that is expected for their age, they may be considered to have a Special Educational Need. SENDCO (Special Educational Needs and Disabilities Co-ordinator!), Mrs Hartley, and your child's class teacher will talk to you about what additional needs your child may have.

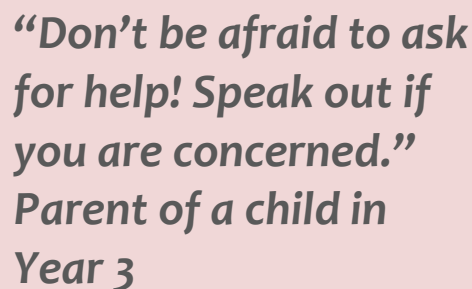
We know when pupils need help if:

- Concerns are raised by teachers, parents/carers or the child
- There is a lack of progress
- There is a change in a child's behaviour or progress
- We receive information from other agencies working with a child before they join us

We will work closely with your child to find out what is causing the difficulties and to find out what might help. Your child may be placed on the SEND register and, as parents/carers, you will be informed of this. Support will be put in place to support your child's learning. At every point, we will share with you what we have found out and what we will do next. Our SENDCO will support you and your child's teacher to make the best possible provision for your child.

### **What if I think my child has a Special Educational Need or Disability?**

If you tell us that you think that your child may have a Special Educational Need or Disability, your child's class teacher will discuss this with you. All our staff are available before and after school each day and will be more than happy to arrange to meet with you to discuss any concerns



*“Don't be afraid to ask for help! Speak out if you are concerned.”  
Parent of a child in Year 3*

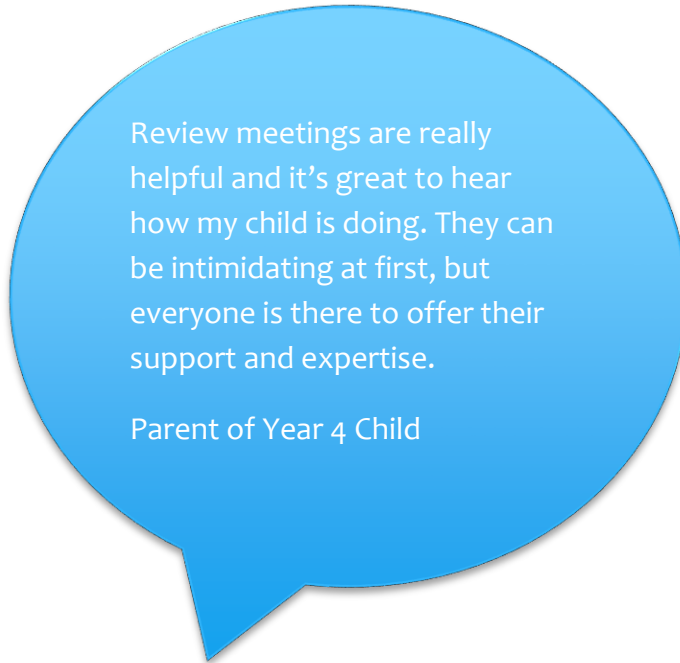
### **What if my child has been identified as having a Special Educational Need or Disability before they start at St Paul's?**

If your child has been identified as having a Special Educational Need or Disability before they start at St Paul's, we work with parents, and the people who already know them, and use the information to assess how we can meet their needs at our school. We do everything we can to ensure a smooth transition into school.

### **How do we involve pupils and their parents/carers?**

Parents know their child better than anyone else and the relationship between parents and school is crucial in making sure your child reaches their potential. Parents can be expected to be involved in the assessment process of SEND. You will be involved in regular meetings to discuss and review the progress being made, the current levels of support and to set new targets for your child. These meetings may also involve other specialists involved with your

child so that we are all working together. Your child will also add their thoughts and opinions to reviews and be part of their learning all the way through school.



*"The support that we received from the moment that we chose St Paul's for our daughter has been incredible.*

*Staff ensured that her needs were always met and she has had every opportunity to fulfil her potential."*

*Parents of a child with complex needs*

### **Categories of SEND**

Children's Special Educational Needs and Disabilities may fall into one (or more) of these four broad categories:

- **COGNITION AND LEARNING NEEDS**
- In some or all of the work in school
- Making progress in Reading, Writing or Maths
- Understanding Information
- Concentration and Attention
- Dyslexia or Specific Learning Difficulty
  
- **EMOTIONAL AND SOCIAL DEVELOPMENT NEEDS**
- Organising themselves
- Managing their behaviour
- Making friends or relating to adults
  
- **COMMUNICATION AND INTERACTION NEEDS**
- Expressing themselves
- Understanding Others
  
- **SENSORY, PHYSICAL OR MEDICAL NEEDS**

### **A Multi-agency approach**

Sometimes, if a child's needs are more complex, a multi-agency approach will be used so that there is opportunity to consult with a wider range of support services and professionals. This is called a 'My Support Plan' and is focused on what parents and children feel is important to them to support them.

This plan might involve the support of one or more of the different professionals with whom we work closely:

- School Nurse – to advise on any medical needs and provision, and to help when a care plan is needed.
- Paediatrician or other health professionals
- Educational Psychologist
- Speech and Language Therapists
- Specialist Teachers and Teaching Assistants for hearing impaired, visually impaired, physical or medical difficulties, autistic spectrum.
- Specialist Teachers and Teaching Assistants from the Enhanced Resource Provision, which include: Behaviour Support, Autism, Speech and Language at Haxby Road Primary School and the Dyslexia Centre at St Oswald's Primary School.
- Primary Mental Health Worker
- School Wellbeing Worker
- CAMHS
- YILTS (Independent travel support)
- School Autism Champion, Ms Concarr

### **How do we adapt the curriculum to meet the needs of our children with SEND?**

All our staff are trained to use a variety of teaching and learning approaches, which means that we are able to adapt to a range of Special Educational Needs and Disabilities including: Dyslexia, Autistic Spectrum Condition, Speech, Language and Communication Needs, Behavioural, Social and Emotional difficulties as well as Visual and Hearing impairment and Physical and Medical difficulties. We strive to ensure that your child has access to a broad, balanced and exciting curriculum, including educational visits, where they have the opportunity to learn and show their full potential.

The curriculum may be adapted through:

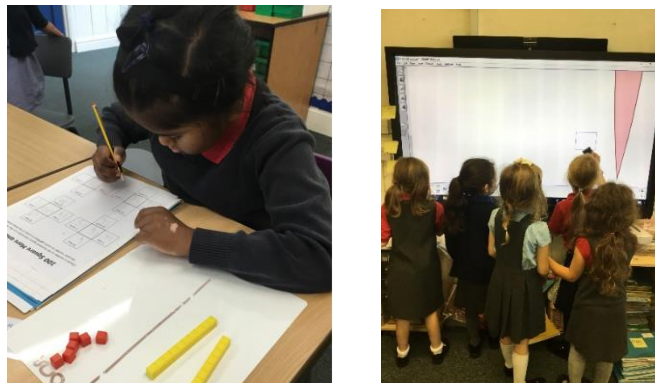
- ✓ The content of the lesson adapted to make it accessible and enjoyable



- ✓ Extra help from a teacher or teaching assistant in class



- ✓ Small group or individual support out of class (intervention)
- ✓ Alternative resources such as additional apparatus, visual and audio prompts, ICT, recording devices

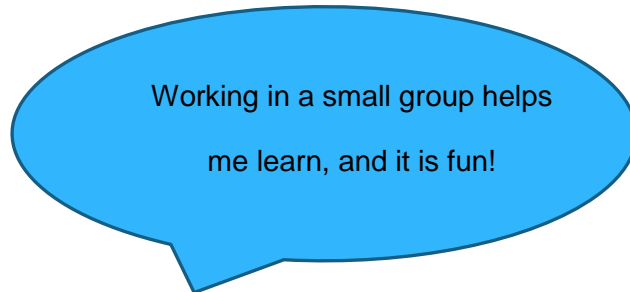


- ✓ Support to manage own behaviour
- ✓ Targets specifically set for each child that specify in detail what will be learned, how and who will help



- ✓ Emotional Support from our trained ELSA (Emotional Literacy Support Assistant)

Our children are listened to at every stage of the process and their views (pupil voice) will be taken into account along with those of teachers, families and professionals



### **What is my child has more complex or severe needs?**

For children with more complex or severe needs we may suggest that we ask the Local Authority for additional support in the form of funding, staff time, special equipment, and this will involve carrying out a Statutory Assessment. Children who have significant needs requiring additional support beyond that provided by school, will have an Educational Health Care Plan (EHCP) assessment. If, however, their needs can be met through School Support, this will continue to be co-ordinated through a My Support Plan.

The additional support provided through an EHCP will be reviewed annually and will be discussed by everyone providing this support.

Occasionally, a child's needs are such that they need to attend one of the Local Authority schools with enhanced provision for Dyslexia, Speech and Language difficulties, Autism or Behaviour. This would also involve full consultation and an application to the Local Authority.

### **How is my child's progress assessed and reviewed?**

Teachers use detailed information from their assessments to make sure that all children are making good progress appropriate to their level of need and age.

Assessment of the progress that your child is making is an ongoing process and will include observations, tests and targeted marking and feedback. This will be shared with you and may be uploaded onto Tapestry when appropriate.

In addition to this, teachers work together to check their judgments are correct and the senior leadership team check the progress of pupils every term. From this we discuss what we are going to do to make sure that each child is making good progress.

For children with SEND, teachers review personal targets termly, or sooner if appropriate, and discuss these with parents.



### **Further support and information**

All our staff are highly experienced and trained to meet every child's needs. Our SENDCO will oversee provision for any children with SEND and will liaise with class teachers, teaching assistants and other professionals to make sure that your child's needs are being met. Your child's class teacher will set appropriate targets and discuss these with you on a regular basis. Teaching Assistants will work closely with your child's teacher to implement targets and support work set.

**Our school SEND Governor, Rebecca de Koning**, is responsible for liaising with the Governing Body.

If you would like to discuss any information contained in this document, or have any questions please do not hesitate to contact our **Headteacher, Miss Waite** or our **SENDCO/Inclusion Leader, Mrs Hartley**.

You can find out about York's local offer at

<https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>