

St. Paul's Catholic School

Send Information Report 2020

What kinds of SEND does the school provide for?

St. Paul's provides for students whose needs fall into the following broad categories:

- Communication and Interaction (such as Autistic Spectrum and language disorders).
- Cognition and Learning (such as Dyslexia, Dyspraxia and Dyscalculia) and moderate learning difficulties
- Social, Emotional and Mental Health (such as ADHD, ADD and attachment disorders).
- Physical and Sensory (such as hearing and vision impairments).

We expect students to access mainstream lessons and activities (with support where necessary). We believe in Quality First Teaching for all students. Resources and lesson content is differentiated appropriately, with a view to ensuring expected progress for all SEND students. Where students are not progressing despite quality first teaching and differentiation, their needs are discussed with the SENCo and subject teacher and shared with parents / carers. It may be necessary to make referrals to other agencies for advice and guidance depending in individual need.

Moving to an Education Health and Care Plan (EHCP)

Following consultation between families, school and the relevant outside agencies, an Education Health and Care Plan may be applied for.

This may be because:

- The child has not made progress (or regressed) despite the school having taken relevant and purposeful action to identify, assess and meet their needs over a minimum of two terms.
- The child has a disability which is life long and which means that they will always need support to learn effectively
- The child's achievements are so far behind their peers that it is considered that special school provision may be more appropriate

The EHC Plan application process:

- Application forms and paperwork completed by the SENCo and sent to the local authority.
- Local Authority will arrange for an Integrated Assessment Meeting to take place (this will include parents / carers, the child, the school, together with any other health and social care professionals involved. The support needs of the child will be discussed.
- The Local Authority will consider the child's needs and produce the EHC Plan which will be reviewed every year at a meeting (the Annual Review Meeting).

Students with existing Statements or Education Health and Care Plans are supported according to their needs in conjunction with the advice and recommendations provided.

All teachers have a duty to support the children within their classroom, however, students may also receive additional interventions from staff within school to work alongside work completed in the classroom.

St. Paul's has a designated teaching area where students can attend small group or one to one interventions ("The Learning Hub"). Students may also be referred by their subject teachers to work in the Hub on specific tasks, supported by a Teaching Assistant.

Special Provision Accessibility

St. Paul's has the following special facilities:

- Wheelchair Access
- A lift (in the newly built part of the school)
- Toilets designed for disabled use

Identification of Students with SEN and Assessment of Need

Students' needs and difficulty are identified by the following:

- Transition meetings with feeder and other primary schools
- SEN records and information sharing with previous schools
- In – school assessment (i.e. Cognitive Ability Tests “CATs”)
- Concerns raised by staff, parents and the young person
- Assessment and tracking data used by the school
- Diagnosis of a medical condition or disability
- Information from external agencies

If parents and carers have concerns or queries about their child, they should contact the school's SENCo (Miss. Cheryl Teal) or raise their concerns with the child's form tutor or Progress Leader.

Criteria for inclusion onto the Support (SEN) Register and Learning Hub referrals

- The student is considerably behind age expected levels
- The student is working below standardised scores (i.e. below 85) in assessments
- The student has a recognised or diagnosed need e.g. dyslexia or ADHD
- The student has a recognised social, emotional or mental health need
- The student has a hearing or visual impairment

Types of Support/Interventions

- Withdrawal groups for literacy, numeracy or social communication skills
- Targeted one to one intervention either in class or in the Learning Hub
- Counselling
- Mentoring
- Access Arrangements for examinations (dependant on need following assessment and application to the awarding bodies).

Emotional, Social Development and Pastoral Support

Students in need of emotional, social development and pastoral support can be supported in school by:

- The school chaplaincy
- The Pastoral Support Team within school
- Attendance at the mentoring club
- Referral to the school's counselling service (Faith in Families) who are in school for two days per week.
- Invitation to attend small group intervention for Social and Communication Skills

Monitoring the Progress of Students

The monitoring and tracking process is vital to ensure positive outcomes for our students. St. Paul's recognises the importance of keeping parents and carers informed of their child's progress.

Progress is monitored in the following ways:

- On Go4Schools (which can be accessed by all staff and parents)
- By sharing information and data from subject teachers, form tutors and Progress Leaders
- At Parents' Evenings
- At Annual Review Meetings (for those with EHC Plans) and Personal Education Plan Meetings (for Looked After Children)
- On Provision Map, in line with tracking.

Where a child is not making expected progress, support and interventions will be reviewed and amended as appropriate following discussion with the subject teachers, parents/carers and the young person.

- Through Teaching Assistant feedback and records of work.

Arrangements for consulting parents of children with SEN and involving them in their education

Opportunities are provided for parents and carers to discuss the needs and support arrangements for their child not only at Parents' Evenings but throughout the academic year.

Parents and carers can meet with the SENCo, by appointment, to discuss their child's progress and other educational needs. Alternatively, any queries or concerns can be passed on the form tutor or Progress Leader.

Parents are kept fully informed about any interventions considered necessary and referrals to external agencies.

Parents and carers are invited to Annual Review meetings and PEP meetings for Looked After Children.

Involvement and Inclusion of students

Students are actively encouraged to discuss their own areas of difficulty and barriers to learning with subject teachers and support staff across the school. Personal targets are negotiated and reviewed on a termly basis.

All students have the opportunity to take part in extra-curricular clubs and activities as well as participate in school day trips and residential visits. Individual needs are accommodated.

Links to External Agencies and Other Education Services

The school maintains useful contact with, and liaises with a number of external agencies, depending on the needs of the child. For most of the agencies listed below, a key person is linked to the school. Referrals can be made as appropriate and advice, guidance and recommendations acted upon.

- Educational Psychology Service (EPS, City)
- Educational Psychology Service (EPS, County)
- Complex Learning, Communication and Interaction Support Team (CLCIST)
- Visual Support Team
- Hearing Support Team
- Secondary Behaviour Support Service (SBSS)
- Special Education Service (SES)
- Education Welfare Service
- Speech and Language Team (SALT)
- The Virtual School (for Looked After Children)
- The Hospital School
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)

Within school, the Connexions Service support students with the process of transition into Further or Higher Education, or into employment. This is done by having one to one meetings with the student and the school's careers advice officer. All SEN information regarding a student is shared with future education providers.

Learning Development (SEN) Department at St. Paul's Staffing Arrangements

The department is led by the school SENCo.

There are three Level 3 Teaching Assistants, who specialises in small group interventions, and three Level 2 Teaching Assistants (another L2 TA is currently on maternity leave). We also currently have TA apprentice who is due to qualify in February 2021. A higher Level Teaching Assistant commenced in October 2020 – primarily to deliver small group Literacy interventions.

Contact details:

SENCo - Miss. Cheryl Teal ctéal@st-pauls.leicester.sch.uk

All Learning Development staff receive induction training upon being appointed.

Departmental meetings are held on a weekly basis to share information and good practice, discuss the needs of individual needs of students and strategies for teaching and learning to remove barriers to learning.

There is a programme of CPD (Continuous Professional Development) and all staff are included in the process of Performance Management to identify strengths and areas for development.

www.st-pauls.leicester.sch.uk (for SEN Policy and link to local offer)

www.localofferleicester.org.uk