

Local Offer and Special Educational Needs Information Report (to start summer 2024)

All our children are very special to us and care is taken to ensure that their first experience of school is enjoyable, happy and rewarding. We acknowledge that a significant proportion of pupils will have Special Educational Need (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. We aim to provide pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to learning and the National Curriculum.

St Paul's Catholic Primary School is an inclusive school and will endeavour to support our children so they are able to reach their full potential. We are a slightly smaller than average primary school. The number of children identified as having special educational needs and/or disabilities (SEND) is the same as the national average with a below average proportion of children with an Education Health Care Plan (EHCP). Few of the children are known to be eligible for free school meals. We keep a SEND register of children with a range of needs from universal to specialist and each child on the SEND register has an Individual Education Plan (IEP) and/or One Page Profile with personalised targets.

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1. How does the school identify children/young people with special educational needs and disabilities?

At St Paul's we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

Class teachers supported by the SENDCo, identify children with SEND which may be indicated by:

- Little or no progress despite the use of targeted teaching approaches
- Working at levels significantly below the age expectations, particularly in reading, writing and maths
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed by first quality teaching
- Sensory or physical problems that result in little progress despite provision of appropriate aids or equipment
- Poor communication or interaction, requiring specific interactions to access learning

In addition to information from other services who have worked with your child e.g. a Speech and Language Therapist.

1.2. What should I do if I think my child has SEND?

If you have concerns about your child's academic progress or emotional wellbeing you should contact your child's class teacher first. Teachers are available at the beginning and end of every day and will always be willing to make a longer appointment if required.

2. Support for children with special educational needs.

2.1. If my child is identified as having SEND, who will oversee and plan their education programme?

At St Paul's we work closely as a team and if staff have a concern about a child, they fill in a Concern form and discuss concerns with SENDCo and parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6-8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored, this allows the children who are working at below key stage standards to have small step targets in lessons to allow them to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the West Berkshire SEND Handbook to help support children's learning within the classroom.

2.2. How will I be informed or consulted about the ways in which my child is being supported?

For children who have an Education, Health and Care Plan (EHCP), SEN Support Individual Education Plan (IEP) or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

2.3. How will the school balance my child's need for support with developing their independence?

- We use a combination of approaches appropriate to the child's needs. These may be:
 - adapted work
 - additional in class equipment e.g. pencil grips, sloped writing boards etc.
 - extra small group work or 1:1 session
 - discussions with SENDCo and outside agencies to provide additional ideas
- Discussions with the class teacher
- Class pages on the website to inform current learning so parents can support.

2.4. How will the school match or differentiate the curriculum for my child's needs?

Our class teachers plan lessons according to the specific needs of your child:

- Learning tasks are adjusted in order to enable your child to access the learning as independently as possible with support from SENDCo
- Teaching assistants are there to help your child progress and be as independent as possible
- Interventions are regularly monitored and progress of pupils are checked by the SENDCo
- The SENDCo reports impact of interventions to the senior leadership team and SEND governor

2.5. What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

As with all children with learning difficulties, home-school links are extremely important to ensure the most appropriate provision for your child.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one to one support.

We also seek advice and equipment from outside agencies as and when the need arises.

The following table details some of the strategies used for children with specific difficulties:

<p>Autistic Spectrum Disorder</p>	<ul style="list-style-type: none"> • Building upon the strengths and interests of the pupil • Visual Supports – often developed with the pupil. • Use of a social story to explain the social rules. • Providing a 'safe haven' where the pupil can go if they are not able to manage. • Comic Strip Conversations to explore feelings of all parties involved in an incident. • Checking understanding and when necessary, repeat instructions one to one. • Allow extra time for processing. • Movement breaks • Resources such as fidget toys, weighted snake etc • Break down instructions. • Structuring questions and using direct language • Provide help cards. • Clear expectations of a start and end point • Preparation for transition to a new class • Transition conference involving all parties to prepare for the move to secondary school.
<p>Hearing Impairment</p>	<ul style="list-style-type: none"> • Consideration of seating arrangements – ensure the pupil is seated near the teacher. • Consideration of the classroom-ensure acoustics are appropriate. • Keeping background noise to a minimum • Use of small group teaching where appropriate • Provision of a quiet area for teaching or working • Ensuring the teacher’s face is always clearly visible. • Use of visual aids • Writing keywords / instructions on the board and providing notes for reference • Go through instructions with a teaching assistant. • Printed materials to accompany audio resources. • Act upon advice and support given by the Sensory Consortium Team for Hearing Impairment
<p>Visual Impairment</p>	<ul style="list-style-type: none"> • Use of adapted resources such as enlarged texts or audio resources. • Act upon advice and support given by the Sensory Consortium Team for Visual Impairment • Provision of appropriate IT equipment to support learning and access to the curriculum. • Consideration of the environment to best meet the needs of the pupil.
<p>Speech and Language Difficulties</p>	<p>Depending on the specific needs of the child, a variety of strategies are used in class and through intervention:</p> <ul style="list-style-type: none"> • Ensuring we have the child’s attention before giving instructions. • Shorter instructions with time provided for them to process the instruction or request and to give a response. • Checking that the child has understood the instructions. • Providing the children with good role models, repeating what they have said correctly. • Social skills sessions focusing on turn-taking, listening to others etc to support the child with social communication and interaction with their peers. • Specific language word to improve their bank of vocabulary. • Language for thinking

2.6. What additional staffing does the school provide from its own budget for children with SEND?

We ensure that all children who have Special Educational Needs and Disabilities are met to the best of the school's ability with the funds available.

We have trained teaching assistants to deliver programmes and interventions designed to meet children's needs. This budget is allocated on a need's basis. The children who have the most complex needs are given the most support, this may include the support from a teaching assistant.

2.7. What specific intervention programmes does the school offer to children with SEND and are these delivered on a one-to-one basis or in small groups?

2.8. What resources and equipment does the school provide for children with SEND?

Type/Title of Intervention	Delivery Method
The class teacher will be able to discuss in further the set criteria to access the appropriate programmes listed below based on your child's age-appropriate progress against the National Curriculum.	One to one or small group
Precision Teaching-spelling and maths intervention from Year 1 to Year 6	One to one
SNIP-spelling intervention from Year 5 and Year 6	One to one
SPRINT- Literacy intervention for Year 1 children only.	One to one
STRAW-Writing intervention for Year 2 to Year 6	One to one
SNAP Maths- Maths intervention for children from Year 1 to Year 6	One to one
Catch Up- Reading and Writing intervention from Year 2 to Year 6	One to one
Lexplore-reading intervention from Year 2 to Year 6	One to one
Lego Therapy from Year 2 to Year 6	Small group
ELSA- Emotional Literacy Support available for all ages.	Small group or one to one

Resources and equipment are provided on a child's individual needs with recommendations and support given from outside agencies for children with SEND. This will be continually monitored and reviewed throughout the academic year.

Resources may also include appropriate training for staff.

2.9. What special arrangements can be made for my child when taking examinations?

Your child's class teacher will liaise with the senior leadership team to discuss arrangements prior to examinations and seek support from appropriate government examining bodies (as the Department of Education access arrangements).

3. My child's progress.

3.1. How will the school monitor my child's progress and how will I be involved in this?

All children's progress at St Paul's is monitored half termly by the class teacher.

For children who have an Education, Health and Care Plan (EHCP), Individual Education Plan (IEP) or require specialist support (over and beyond what is ordinarily available) we will invite you in for 3 further meetings a year in the autumn, spring and summer term.

3.2. When my child's progress is being reviewed, how will new targets be set and how will I be involved?

For children who have an Education, Health and Care Plan (EHCP), Individual Education Plan (IEP) or require specialist support (over and beyond what is ordinarily available) we will invite you in for 3 further meetings a year in the autumn, spring and summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against targets set, create new targets and discuss next steps. A copy of this will always be sent home after meetings.

3.3. In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

As outlined above, class teachers and the SENDCo will always endeavour to be available for any meetings. Your child's class teacher should be your first point of contact.

3.4. What arrangements does the school have for regular home to school contact?

The school communicates with parents in a variety of ways:

- In person/phone call/email
- Weekly newsletters via Parentmail
- Parentmail also sends reminders and flyers direct to parents as appropriate.
- Parent notice board
- Special events for parents e.g. phonics session workshop
- School Website

3.5. How can I help support my child's learning?

Homework and spellings are sent home weekly. Reading books are sent home once or twice a week in Reception and Key Stage One and children in Key Stage Two visit the library once a week to change their book. Reading is the most important thing you can do! You should speak with your class teacher if you are unsure about how to help them and they will be happy to advise. Refer to the school website for curriculum maps for each year group and the Homework Policy.

3.6. Does the school offer any help for parents/carers to enable them to support their child's learning, e.g. training or learning events?

West Berkshire IASS (Information Advice and Support Services Network)

Email: westberksiass@roseroad.org.uk

Website: <http://www.westberkssendiass.info/>

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>

By following the above link – this will take you to West Berkshire Local Authority's Local Offer and highlights what the borough can offer you if your child has SEND.

3.7. How will my child's views be sought about the help they are getting and the progress they are making?

Where a child has an EHCP (if appropriate and according to need), SEND children are encouraged to be a part of their EHCP annual review. This is recorded as part of the report. If possible, a child can write their own views. If a child is not able then they can verbalise their views and an adult will scribe for them.

Where children have SEN Support (and have their targets written on Individual Education Plan (IEP) children are encouraged to write or verbalise and an adult will scribe for them their views three times a year.

Annually a sample of children who have SEND take part in pupil conferencing with the SENDCo and their views are shared with staff working with the child.

3.8. What accredited and non-accredited courses do you offer for young people with SEND?

As a school we do not currently offer courses but recommend courses through our Local Authority.

How does the school assess the overall effectiveness of its SEN provision and how can parents/carers and young people take part in this evaluation?

The following staff are responsible for assessing the overall effectiveness of SEND provision:

- The head teacher
- Senior leadership team
- SENDCo
- Class teachers

We use provision mapping and data tracking. We work together to continually identify the on-going training needs of staff dependent on the progress of children. Parents/carers have the opportunity to contribute to school questionnaires, 'Parent View' and Ofsted. The Local Authority encourage parents to complete a questionnaire after the EHCP review meeting.

4. Support for my child's overall well-being.

4.1. What support is available to promote the emotional and social development of children with SEND?

Gospel values are at the heart of our school. All staff and pupils are valued and respected as individuals. We have a caring and understanding team looking after our children who share an inclusive approach to our pupils. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore he/she would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further support. This may involve working alongside outside agencies.

The school also has four ELSAs (Emotional Literacy Support Assistants) who work, under the direction of the deputy head, with vulnerable pupils. We have a school council with representatives from two pupils per class (Years 1-6) who are elected by the children. They meet regularly under the supervision of our School Council Co-ordinator, Playground Pals are children in the Key Stage One playground at lunchtimes who support children in their play, the school celebrates Autism Acceptance Week/Neurodiversity Celebration Week and World Mental Health Day.

4.2. What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

If a child experiences difficulty to conform to our normal behavioural expectations as stated in our behaviour policy, the Headteacher/Pastoral Lead with class teacher will make arrangements to discuss concerns with parents.

As a school we can access the support of an Educational Psychologist, Therapeutic Thinking Support Team (TTST) and Emotional Health Academy to help parents, children and staff and we can recommend additional services if necessary.

4.3. What medical support is available in the school for children with SEND?

Medical training to support pupils with medical care plans such as epilepsy diabetes and children with allergies requiring an Epi Pen training.

This may involve working alongside outside agencies and developing an Individual Healthcare Plan with parents.

4.4. How does the school manage the administration of medicines?

For your child's safety the only medicines that can be brought into school are those prescribed by a doctor specifically for that child and bearing a label with the child's name. There should be a letter from the parent/carer giving instructions for administration. A form can be obtained from the school office for this purpose. Medicines must be handed in to the school office for administration and safe keeping, not left in children's bags. Further information can be found in the Supporting pupils with Medical Needs Policy.

Children who have continuing medical needs have an Individual Healthcare Plan written in conjunction with medical professionals and parents and reviewed annually.

4.5. How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc?

Your child's individual SEND needs and personal care will be discussed with the class teacher and SENDCo. We encourage that most children before they start school can do the following independently:

- Get dressed.
- Put on coat and gloves.
- Eat dinner using utensils.
- Go to the toilet and wash hands afterwards.
- Ask for help when necessary- but not all the time!

5. Specialist services available/accessed by the school.

5.1. What SEN support services does the school use, eg specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASO advisory teachers, behaviour support teachers etc?

Currently we have class teachers, teaching assistants and volunteers who have had training in the following areas:

- Speech and Language
- Autism Spectrum Disorder
- ABC to read.

- Lexplore
- ELSA

We may access support from other services including:

- Cognitive and Learning Team (CALT)
- Autistic Advisory Team
- Sensory Consortium
- Educational Psychologist
- Therapeutic Thinking Support Team (previously behaviour support team)
- Speech and Language Therapist
- Child Adult Mental Health team (CAMHS)
- Specialist Inclusion Support Service (outreach service provided by Brookfield's School)
- Nursing Team
- Early Years Services
- Occupational Therapy Children's Services
- Ethnic Minority and Travellers Achieved Services (EMTAS)
- Sensory Consortium
- IASS supports parents of SEND children.

5.2. What should I do if I think my child needs support from one of these services?

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.

5.3. How are speech and language therapy, occupational therapy and physiotherapy services provided?

Children attend individual sessions with the above services, often a programme will be developed to continue with a teaching assistant in school with your child.

5.4. What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Firstly, discuss concerns with your child's class teacher who will liaise with the SENDCo to recommend appropriate service.

5.5. What arrangements does the school have for liaison with Children's Social Care services?

Arrangements can be discussed further with the head teacher.

6. Training of school staff in SEND

6.1. What SEND training is provided for teachers in your school?

- Staff attend in house training that is either led by the SENDCo or outside speakers
- On-going training needs will also be dependent on the individual needs of children in each class
- Staff attend training courses in various aspects of SEND including, Speech and Language
- The school has strong links with outside agencies. This includes Speech and Language Therapist, Education Psychologist, CAMHS, Therapeutic Thinking Support Team, Autism Advisory Service, ABC to read, School Nurse, Sensory Consortium, PAT (Pets As Therapy)

6.2. What SEND training is provided for teaching assistants and other staff in your school?

- Staff attend in house training that is either led by the SENDCo or outside speakers.
- Staff attend training courses in various aspects of SEN including Speech and Language and First Aid.
- The school has strong links with outside agencies. This includes Speech and Language Therapist, Education Psychologist, CAMHS, Therapeutic Thinking Support Team, Autism Advisory Service, ABC to read, School Nurse, Sensory Consortium, PAT (Pets As Therapy).

6.3. Do teachers have any specific qualifications in SEND?

Our SENDCo has completed the SENDCo Accreditation in September 2016.

In September 2009 it became law for every new SENDCo in a mainstream school to gain the Master's-level National Award for Special Educational Needs Co-ordination within 3 years of taking up the post.

6.4. Do teaching assistants have any specific qualifications in SEND?

- Four teaching assistants trained in Emotional Literacy Support (ELSA)

Some of our teaching assistants have completed training in the following areas:

- Lego Therapy
- Bucket Time
- Phonics
- Speech and Language
- De-escalation
- Sensory needs
- Reading for those who struggle

7. Activities outside the classroom including school trip.

7.1. How do you ensure children with SEND can be included in out of school activities and trips?

We are a very inclusive school. All of our clubs are open to children with SEND.

School trips for children with SEND are encouraged, in most cases children are included on school trips with their peers.

All children are encouraged to take part in sports day, school competitions, performances, workshops etc

All children are encouraged to apply for roles of responsibility in school eg school council, house captains, Eco-Warriors etc

7.2. How do you involve parents/carers in planning the support required for their child to access activities and trips?

We actively involve parents/carers in the planning for activities and trips. We will discuss the risk assessment in further detail if necessary. Parent/carers are invited to accompany their child on a school trip if this ensures access. Health and safety audits will be conducted as and when appropriate.

8. Accessibility of the school environment

8.1. How accessible is the building for children with mobility difficulties/wheelchair users?

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is on two levels with ramps at specified fire exits and there is a disabled lift access to our Key Stage Two department (in our accessibility plan).

8.2. Have adaptations/ improvements been made to the auditory and visual environment?

At present we are in the process of improving our auditory and visual environment as some classrooms but not all have had replacement flooring to meet auditory requirements for pupils with auditory needs.

8.3. Are there accessible changing and toilet facilities?

Yes, we have one disabled toilet large enough to accommodate changing (in our accessibility plan).

8.4. How do you ensure that all the school's facilities can be accessed by children with SEND?

Accessibility is addressed with the needs of individual children in discussion with support from outside agencies, SENDCo, class teacher and parents/carers. Decisions are then made if the learning environment may need to be adapted and equipment purchased specific to an individual child's needs or a group of children.

Equipment such as sensory toys, 'wobble cushions', pencil grips, occupational therapy equipment, reward charts, coloured overlays and other learning equipment are purchased by the school out of our SEND budget. If expensive specialist equipment is needed for a child, additional funding is requested from the Local Authority.

8.5. How does the school communicate with parents/carers who have a disability?

We arrange visits or meetings with children and parents/carers to discuss provision for children with a disability. We also have an open-door policy where we encourage parents to discuss any concerns or issues to promote positive relationships.

8.6. How does the school communicate with parents/carers whose first language is not English?

We liaise with EMTAS (Ethnic minority and Travellers Achievement Service) who assist us in supporting our families with English as an additional language.

9. Preparing my child to join a new school for their next stage of education.

9.1. What preparation will there be for both the school and my child before he or she joins the school?

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCo.

We hold two 'taster' sessions in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.

9.2. How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

When children move up a year, we provide transition sheets which include photos of the teacher, teaching assistant and classroom environment.

We hold one transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and teaching assistants meet with each other during the summer term to discuss the needs of the children and share Individual Education Plans (IEPs).

9.3. How will my child be prepared to move on to his or her next school?

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

9.4. How will you support a new school to prepare for my child?

When a child transitions from our school to a new school, we will share information with the school they will be going to. Transition arrangements will be made which may include additional meetings, telephone conversations and visits if necessary.

If your child has complex needs, then an Education Health Care Plan review will be used during the transition meeting in which we will invite staff from both schools to attend.

9.5. What information will be provided to my child's new school?

When a child transitions from our school to a new school, we will share information with the school they will be going to. Transition arrangements will be made which may include additional meetings, telephone conversations and visits if necessary.

SEND pupils with reports from outside agencies and meetings such as Educational Psychologists, Speech and Language therapists etc. will be sent to the new school and discussed with staff and SENDCo as necessary.

9.6. How will the school prepare my child for the transition to further education or employment?

Our children grow into confident, independent, caring young Christians, well equipped to meet the challenges facing them in secondary school and beyond. We work collaboratively with our secondary schools to enable smooth transition and help children and parents/carers feel confident and supported in making the next step in further education.

Children are encouraged to continue their Catholic education at Blessed Hugh Faringdon Catholic Comprehensive School in Reading. Staff from Blessed Hugh Faringdon visit on a regular basis and pupils from St. Paul's accept invitations to participate in a variety of activities provided by them. Little Heath School is a local secondary school which many children go onto to continue their education. Once again staff from Little

Heath School visit on a regular basis and pupils from St. Paul's accept invitations to participate in a variety of activities provided by them.

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

If you have concerns about your child's academic progress or emotional wellbeing your first point of contact should be with your child's class teacher, by calling the office to arrange a suitable time for a meeting.

10.2 Does the school offer any specific support for parents/carers and families (such as Family Support Workers?)

Currently we do not have our own school Family Support Worker ~~but~~ instead we have a Pastoral Lead, who with class teacher, will strive to support parents and families in our pastoral care including offering access to the Emotional Health Academy (EHA).

10.3 What arrangements does the school have for signposting parents/carers to external agencies which can offer support, such as voluntary agencies?

Our Pastoral Lead, who with the class teacher, will strive to support parents and families in our care including offering (a referral) for Early Help or signposting to other relevant services.

SENDCo can signpost parents and families to support provided locally, as well as the West Berkshire Directory:

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>

By following the above link – this will take you to West Berkshire Local Authority's Local Offer and highlights what the borough can offer you if your child has SEND.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

If at any time parents/carers have any compliments or concerns about any aspect of school life, they are advised to contact the class teacher in the first instance who will be best placed to manage the compliment or complaint or advise on alternative options.

Alternative members of staff can also be made available to manage the compliment or complaint such as the Key Stage Leader/SENDCo or ultimately the Headteacher.

You may also refer to the complaints policy on our school website.