

## **Our Vision**

We aim to create a happy, safe and secure environment for all children in order to help them develop a positive and realistic self-concept and to feel valued and worthwhile.

- Every child is unique - we understand and appreciate the importance of children achieving personal achievements and aspirations and celebrate all successes.
- We have strong relationships with our community - working together to promote understanding, cooperation and a supportive, nurturing environment.
- We are committed to ensuring all children make progress by developing lively, enquiring minds, to question and present arguments rationally, to apply themselves and develop physical skills.
- To instil respect for religious and moral values and tolerance for other races and ways of life.
- To help children to understand the world in which they live and the interdependence of individuals, groups and nations.

## **Identification of needs.**

St Paulinus is an inclusive school which is committed to meeting the individual needs of all our children through a differentiated and creative curriculum.

We have rigorous monitoring in place that tracks the progress of all our children. These processes give clear indications of how pupils are progressing and where interventions and support may be needed. From time to time some children will require additional support for a set period of time to help meet their needs or improve their learning. Some children will require support for a longer period of time to ensure they can access the curriculum effectively. We aim to ensure the early identification of these children and make sure the best provision is in place.

The identification of the child's needs is based on a variety of factors including their academic progress and/or assessments carried out by the teaching staff or other professionals. Parents are fully informed and are encouraged to have an active role in enabling support for their child by regularly attending meetings to discuss their child's progress and attainment.

## **Support**

When school identifies the need for additional interventions to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and will be invited to a meeting at school to discuss this further. We will monitor the progress

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of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

For all pupils with SEND, St Paulinus Primary provides: -

- Regular, targeted time for the child to work with the class teacher or Teaching Assistant (TA) individually or in a group.
- A variety of teaching programmes to accelerate progress.
- A range of additional learning resources to support the teaching programmes

Parents who have concerns about their child's progress can make appointments after school to speak initially to the class teacher.

Where outside agencies are involved with children all information from them will be discussed with the parent by the professional involved directly, or where this is not possible, in a report. The SENDco and class teacher will arrange to meet with the parents to discuss any new assessments and ideas suggested by the outside agencies for their child.

### Curriculum

The overall curriculum structure is directed by the government and the National Curriculum. All class teachers are provided with information on the needs of the individual children in their care including, medical, educational and physical. This will enable them to plan learning to ensure all pupils can access the curriculum.

Differentiation is planned for groups and individuals according to their need, using SMART Targets.

S Smart

M Measurable

A Achievable

R Realistic

T Time based/ Trackable goals

These targets will be reviewed 3 times a year so that any support remains appropriate.

There will be flexible groups so that learning needs may be met in individual, small groups or whole class context. Teaching styles will also reflect this differentiation.

### Accessibility

The school has a disabled toilet facilities.

### Parental Involvement

St Paulinus has an "Open Door" policy where parents and school openly communicate on a regular basis. This may be in a variety of ways: teachers/ support staff being available at the beginning and end of each day, (or at any other time by prior appointment), telephone or email.

Termly reports and parents Evenings give all parents regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. Children who have Individual Education Plans (IEP's) their parents will be invited to a meeting each term to discuss progress and agree new SMART targets.

### Overall Well Being

The well-being of all of our pupils is our primary concern at St Paulinus. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum.

Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need.

Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.

Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. Children's medication can be administered when arrangements and forms have been completed by the child parents. Only medication which has been prescribed by a medical practitioner with a dispensing label will be administered. It is the parent's responsibility to make sure all medication is in school and that it is within the use by date.

Pupils' views are sought through school council and other forums.

### Specialist Services

We regularly liaise with outside agencies to access specialist support and also training for our staff, in order to meet the needs of individual children who need extra support. We work with: the Speech and Language Therapy Service, Educational Psychologists, Early Intervention Support, School Nursing team, Health Visitors, Counsellors,

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Behaviour Support Staff, ASD staff, the Specialist Teaching Service, Occupational Therapy service, Physiotherapy, Hearing Impaired Service, Visually Impaired Service, Child and Adolescent Mental Health Service (CAMHS) and others, depending upon the needs of our children.

### Staff Training

Many of our staff are experienced in working within a variety of areas in SEND. We offer small group or individualised intervention programmes to help pupils make progress. We are proactive and aim to provide appropriate support for individuals as far as the school budget will allow. Such interventions include: phonics support, Daily readers, Spring Board Maths, Toe by Toe.

Our staff have attended training in the following areas: ASD training, Specific Learning Difficulties, Emotional, Social and Behavioural Difficulties, Team Teach

All staff have received EpiPen and other health related training.

### Activities outside of school

Our children are offered a wide range of activities outside of school. When planning such activities consideration of the needs of the children involved is given and parents are consulted with to check the suitability of a planned activity.

### Transition

We take care in making sure that all new children to the school settle in to school life and are monitored closely by class teachers during this induction period. Children entering the Foundation Stage have an arranged Home Visit before entering the school. Meetings are also held when children move from Foundation Stage to Key Stage 1.

We have very good relationships with our local secondary schools and we share information to support pupils' learning and well-being at transition. Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.

### SEND Resources

All resources are allocated to and matched using the data that the school holds about each student.

SEND Finances/ Budget

The school budget, received from the LA, includes money for supporting children with SEN.

The Head Teacher and Senior Management Team decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.

The Head Teacher and the SLT discuss all the information they have about SEN in the school, including

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.
- deciding what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

Updated October 2016 by Head Teacher and SENDCo.