

St Paul's C of E Primary, Chipperfield



*'Love to Learn; Learn to Love'*

School Information Report  
2018-19

Reviewed December 2018

## **Introduction**

'Love to learn, Learn to Love' is at the heart of all we do. At St Paul's we want to foster a love of learning in all our children, alongside this we want all children to show love and care for each other. Therefore all children here can expect a fully inclusive and personal learning journey. On these pages you should be able to find the answers to frequently asked questions relating to what St Paul's offers for children with a Special Educational Need. Some children may need additional support during their time with us, while a few children will require more precise individualised support. This document should be viewed alongside our [SEND Policy](#).

## **The Local Offer**

Since the Children and Families Act 2014 and the introduction of the 2015 SEN Code of Practice, the Local Authority and its partners have been required to publish a Local Offer. This document sets out in one place information about services and provision expected to be available across education, health and social care for children and young people who have SEN or who are disabled.

The purpose of the Local Offer is to give parents clear, accessible and up to date information about the provision available to them for their child with SEND. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents and carers in understanding the range or services and provision in the local area. To find out about the local authority's local offer of services and provision for children and young people with SEND click on the link below:

[Hertfordshire's Local Offer](#)

All Hertfordshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible.

The four broad areas of need are:

### **Communication and interaction**

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools - see the References section under Chapter 6 for a link.

### **Sensory and/or physical needs**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Please click on the questions below for more information about the Local Offer from St Paul's C of E Primary School and how we can support you and your child.

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3. <a href="#"><u>How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?</u></a>	4. <a href="#"><u>How will the learning and development provision be matched to my child's needs?</u></a>
5. <a href="#"><u>What support will there be for my child's overall well-being?</u></a>	6. <a href="#"><u>What training have the staff, supporting children with SEND, had or are having?</u></a>
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## How will I know how my child is doing?

St Paul's C of E Primary School has high aspirations for all pupils and monitors progress carefully. Lessons are differentiated to meet the needs of all pupils.

Your child's progress will be continually monitored by his / her class teacher and this will be reviewed formally at Pupil Progress Meetings. Should your child start to fall behind in their progress then additional support may be given and this is monitored closely.



If your child has an intervention plan, regular reviews will take place to ensure that the intervention is having the intended effect. Termly reviews will involve you and your child as well as his / her class teacher.

The progress of children with an Education, Health and Care Plan will be formally reviewed at an Annual Review with all adults involved in their education.

The head teacher and SENCo carefully monitor the progress of children with SEND and we have a SEND Governor who meets regularly with the SENCo. Ofsted also look at the progress of children with SEND.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored each term.

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## How will school staff support my child?

The Headteacher has overall responsibility for provision for children with SEND.

Eilish Bateman is the designated Special Needs Coordinator (SENCo) who is responsible for the leadership and day-to-day management of SEND provision. There is also a designated SEND governor. (Carly-Anne Heaphy)

### **FEW CHILDREN:**

May need specific advice and support from outside agencies provided by the Local Authority. These children will be recorded as receiving **School Support** and the school or parents may consider applying for an **EHCP**

### **SOME CHILDREN:**

Using the OPP to focus on desired outcomes, children may receive small group or 1:1 intervention from a member of staff. These will be monitored and reviewed by the class teacher and usually, where possible, link to the learning in class. Generally the children will be recorded as receiving **School Support (K)**.

### **ALL CHILDREN:**

Quality Teaching from the Class Teacher which is carefully differentiated to allow each child to achieve the next step in their learning and be successful.

The differentiation may include different levels of support, the task itself, the materials/supports given or the environment.

Class teachers will: check on the progress of every child and identify, plan and deliver any additional support a child may need in liaison with the SENCo; share and review intervention plans with parents or carers at least once each term; personalise teaching and learning as identified on the Provision Timetable and ensure that St Paul's SEN Policy is followed in their classroom and for all the children they teach with SEND.

At St Paul's we have a team of support staff who also provide additional support, working with individual children or small groups. This team includes Early Years Practitioners and Teaching Assistants.

Please also read our statement on high quality provision and outcomes for children and young people with SEND, which can be found on our website.

Parents will be expected to support this work outside of school and may be asked to work on specific targets at home.

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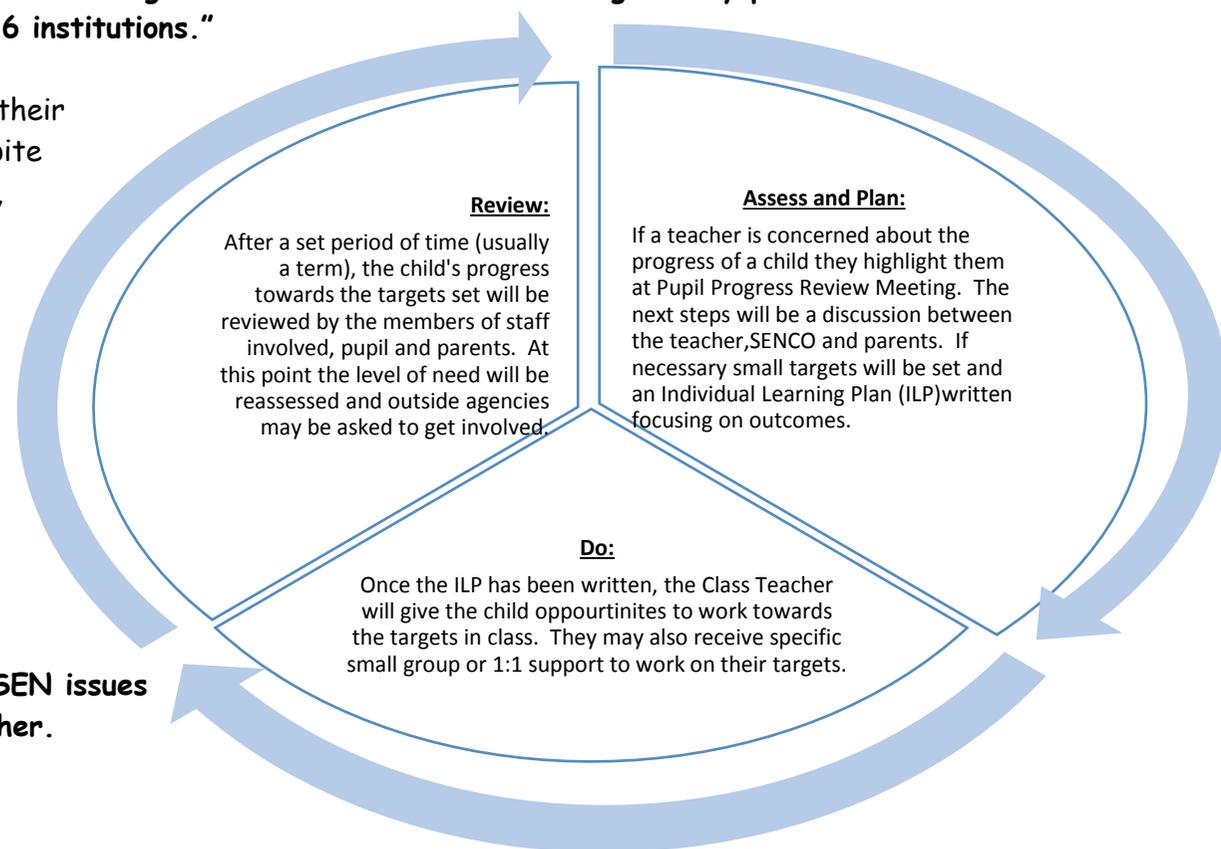
## How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At different times in their school life, a child may have a special educational need (SEN). The Code of Practice 2014 defines SEN as follows: "A child or young person may have SEN if they have a learning difficulty or disability which call for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that they have SEN. Information will be gathered, including seeking the views of parents and the child, as well as from teachers and assessments.

We follow the 'Assess-Plan-Do-Review' model of intervention and support and include the child and parents in this process.



Parents who are concerned that their child may have SEN issues should in the first case talk to their child's class teacher.

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## How will the learning and development provision be matched to my child's needs?

We recognise our responsibility to provide a broad and balanced curriculum for all children.

Class teachers will:

- Set suitable learning challenges;
- Respond to children's diverse learning needs;
- Overcome potential barriers to learning and assessment for individuals and groups of children.

After a concern is raised, an assessment of the child's needs will be carried out. This will draw on the class teacher's observations and knowledge of the child, their previous progress and attainment, their development in comparison to their peers, the views and experiences of parents and the pupils' own views. This ensures that any barriers to learning are identified and allows smart targets to be set. Children are consulted through the whole process and are key to decisions about what will help them learn more effectively. The aim is to differentiate the work to allow pupils to fully access the teaching in class first. Any additional support will be tailored to meet the child's needs and will target the area of difficulty. This support may be provided in class or in another area of the school on a one-to-one basis or as part of a small group of children with similar needs. These interventions may be run by a teacher or a teaching assistant.

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## What support will there be for my child's overall well-being?

As a church school, we embrace the Christian values of love, honesty, understanding and respect. The values education is central to our vision and everyday interactions in the school community.

We are a happy school where children's care for each other is celebrated. The children's health and emotional well-being is of paramount importance and the school has clear policies around things such as medical needs and bullying. We follow a structured PSHE programme, Jigsaw, that incorporates mindfulness.

Teachers take time to really get to know the children and each child has a One Page Profile which is reviewed and updated regularly.



A few children may require the support of a social group, an individual medical or care plan, mentoring, counselling or other specialist input. A counsellor is employed by the local school partnership and sessions are offered, where possible, to pupils we feel would benefit from such support. In some instances where it is felt a child requires a specialist support service, the SENCO will liaise with the appropriate agency. When requesting these services the school will work in partnership with the parents and be bound by the service's own framework.

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## What training have the staff, supporting children with SEND, had or are having?

St Paul's C of E Primary School provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND.

This includes:

- First Aid Training, including paediatric first aiders
- Safeguarding
- Speech and Language Support
- Autism and ADHD
- Down Syndrome
- Dyslexia and dyscalculia
- Phonics and Spellings
- English and Maths interventions
- Behaviour Strategies, including Hertfordshire Steps - a behaviour management programme.
- Various teaching assistants and teachers has been on Makaton training.



Miss Bateman, the SENCo, has the National SENCO Award. She is the Autism Lead and Mental Health Champion for the school and is currently completing a Level 5 qualification in supporting children with dyslexia. There are specially trained paediatric first aiders and designated staff (DSLs) for safeguarding concerns.

Training is refreshed regularly and all opportunities for additional training are sought to ensure that staff have an up to date working knowledge of SEND issues and current legislation.

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## What specialist services and expertise are available at or accessed by the school?

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the consent of parents or carers.

St Paul's has developed effective partnerships with external support services and these play an important part in helping the school identify, assess, plan and make provision for all pupils with additional needs.

These services include:

- Woodfield School Outreach
- ADD-vance - ADHD and Autism
- Educational Psychologist
- Speech and Language Therapist
- Specific Learning Difficulties Base
- Dacorun Educational Support Centre
- Occupational Therapist
- Advisory teachers for hearing, vision and physical needs
- School Nurse/Health Visitor
- Family Support Workers
- Attendance Improvement Officer



The SENCO oversees the training needs for staff members. All relevant staff have opportunities to take part in training to ensure that there is a wide range of skills and expertise in a variety of areas of SEN support, e.g. dyslexia, dyscalculia, reading intervention, gross and fine motor skills difficulties and Speech and Language. The school can access outreach services such as

Educational Psychology, Speech and Language Therapy, Social Communication Support, Specific Learning Difficulties, Early Years Advisors etc...All are these are through the Integrated Services for Learning, more information on these are available on the [Hertfordshire Local Offer](#).

All staff are trained regularly in First Aid and Safeguarding. Staff have been trained in Speech and Language Support, Makaton, Down Syndrome, Autism, ADHD, dyslexia, dyscalculia, literacy, reading and maths interventions, behaviour strategies, communication difficulties. Training is refreshed regularly and as needs arise. All opportunities for additional training are sought to ensure that staff have an up to date working knowledge of relevant SEND issues and current legislation.

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### How will you help me to support my child's learning?

A curriculum plan for each year group is published on the school website. At each parent consultation the child's one page profile is shared including targets and ways to support your child's learning at home. An annual report is written for each child in the Summer Term which highlights each child's strengths and areas for development. Parents are involved in reviews where extra support has been put in place and their views are sought at each opportunity to help support their child's learning. Children are set homework which is age appropriate that will involve reading and at mixture of literacy, maths or topic work.

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### How will I be involved in discussions about and planning for my child's education?

Within the school year there are formal occasions such as Parents' Evening. We also have an 'open door' policy where parents are usually able to speak to a teacher after school to pass on a message/ piece of information or a meeting is planned where a longer discussion may be needed. As well as this each class teacher has an email account for parental communication. Parent forums are also held to seek the views of the parents on certain matters. Parents are represented on the school governing body and there is also a very active PTA in school. Parents of children with SEN are regularly involved in discussions through reviews, parental forums and planning meetings.

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## How will my child be included in activities outside the classroom including school trips?



For all school trips a risk assessment is undertaken to try to ensure that children are safe. All children with SEND are included on all school trips and reasonable adjustments, such as specific use of additional staff, are made. To aid this, parent's views and concerns are addressed to make sure all pupils play a full and active role in all school life. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner. If necessary, LSA's will be available to support children in after school activities.

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## How accessible is the school environment?

The school is fully compliant with the requirements of the Disability Discrimination Act and reasonable adjustments are made for all children with SEND where necessary. Specialist equipment can be provided, where appropriate, for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

Please read our Accessibility Report, Supporting Children with Medical Conditions Policy and our SEND Policy for extra information.

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## Who can I contact for further information?

The class teachers are available to address any initial enquires and appointments can be made via the school office or the email system. Furthermore, the school has a SENCO, Eilish Bateman, who can be contacted by telephone (01923 262340) or by email ([senco@stpauls909.herts.sch.uk](mailto:senco@stpauls909.herts.sch.uk)) and is available to meet with parents if you have any concerns about your child. If you wish to make a complaint the school has a complaints procedure which is available on the website.

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teacher(n/r/1/2/3/4/5/6)@stpauls909.herts.sch.uk  
[admin@stpauls909.herts.sch.uk](mailto:admin@stpauls909.herts.sch.uk)

## How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

When transitioning into a new class within the school, where possible, the pupils have an opportunity to meet their new teacher and a hand over meeting takes place between the teaching staff, parents and professionals involved.

If required a more detailed and structured transition can be managed. This is especially true for transition into a new school such as from Year 6 into Secondary School. When this is required, the SENCO will work with the required agencies, parents and pupils to ensure the move is smooth.

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## How are the school's resources allocated and matched to children's special educational needs?

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN. This is used to provide specialised training for staff, buy specialist equipment, books or stationary or employ Teaching Assistants to support learning. Where a child requires provision which exceeds the nationally prescribed threshold additional, top-up funding can be applied for through the local authority. (Exceptional Needs Funding).

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## How is the decision made about how much support my child will receive?

As part of the review of the child's needs, the amount and type of support will be determined taking into account the barriers to learning, stage of development, parental views, their own views and consultation with their class teacher. Ultimately, the school's aim is to support the child to become a resilient, independent learner. The amount and support is reviewed regularly in line with the progress being made and adjustments made accordingly. This happens as part of the review process where the views of parents, class teacher and the child are incorporated.

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## How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEN can be accessed by following the link below:

[Hertfordshire's Local Offer](#)

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