

# St Paul's Way Foundation School

## Primary Phase

### SEND Information Report.

2018-2019

St Paul's Way Trust and Foundation school's 'Additional Educational Needs' policy can be found at this Foundation school web address: <https://spwft.net/policies/> and also <http://www.spwt.net/policies/>

#### Our vision and how we hope to achieve it:

We value all our students and encourage all learners to strive to achieve their potential. All teachers at St Paul's Way Foundation are committed to supporting children of all abilities, including children with a range of special educational needs & disabilities. The school is very proud of the achievements of its students with SEND. This is linked to the SPWT school curriculum policy which urges all students to gain competences in six graduate skills:

The Relentless Pursuit of Scholarship & Excellence for Every Child					
Communication	Investigation	Networking	Participation	Scholarship	Vision
Embedding literacy across the curriculum	Building confidence so that all students can be independent learners	Helping students develop social skills to be happy members of the school and wider communities	Inspire all students to develop interests beyond the curriculum	Empowering all students to access the curriculum and excel	Raising aspirations for all students regardless of their context

#### How we know if a child/young person has special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice (2014) defines SEND as follows:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child or compulsory school age or a young person has a learning difficulty or disability if he or she:*

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



Children may have an area of need or a delay in 1 or more of the following areas:

- Communication and interaction.
- Cognition and Learning.
- Social, emotional and mental health.
- Sensory and/or physical.

### **Before a child with SEND joins St Paul's Way Foundation School.**

Please contact Alema Begum in the school office if you have any enquiries regarding admissions. Her contact details are; [abegum@spwt.net](mailto:abegum@spwt.net) or 020 7987 1883

Before a child with SEN joins our school we contact their previous educational setting for an overview of the child's strengths and areas of development. We may also be in contact with outside agencies such as Speech and Language Therapy or the child's GP. If a child has an EHC plan prior to joining us, this will be reviewed and suitable support put in place prior to the child starting. All of our reception children are visited by a member of teaching staff in their home, prior to their first day at school.

### **How parents are involved in school life:**

At St Paul's Way Foundation there is a very good partnership between staff and parents. We involve and communicate with parents in the a range of ways, including;

- An active and informed Parents' Forum.
- Well attended Parent's Evenings.
- Annual Review and other meetings held by the Inclusion Manager
- Phone calls and letters home.
- Home visits where required.

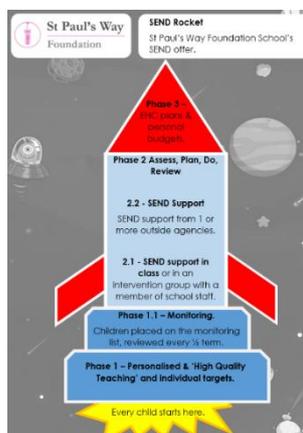
### **Our school environment:**

The school is completely accessible for children and adults with mobility issues. We are fully wheelchair accessible. Depending on the needs of individual students, the school makes adjustments to the environment where necessary e.g. buying specialist chairs or ordering additional equipment such as walking frames through Occupational Therapy.



## How do we identify and support children with SEND at our school?

Every staff member at the school follows our SEND rocket, made specifically for our school. Every child in our school starts on the bottom layer and benefits from 'High Quality Teaching' and 'Personalised targets.'



## How we adapt our teaching for children/young people with special educational needs.

### Phase 1

1. Every child in our school has the right to high quality teaching and individual targets.
2. Teachers are able to identify and provide for pupils with special educational needs.
3. All pupils will have access to an appropriately differentiated curriculum and receive their full entitlement to any support identified (as far as this can be controlled by the school)
4. All pupils are fully integrated into the activities of the school so far as is reasonably practical and compatible with the efficient education of pupils with whom they are educated.
5. Curriculum planning and assessment takes account of the type and extent of any difficulty experienced by any pupil.
6. Pupils are encouraged to take responsibility with us for their learning
7. Pupils' difficulties are identified as early as possible
8. Parents are informed and involved as partners in their children's learning
9. Our school follows the 2010 Equality Act (amended 2012) and our accessibility policy can be found on our schools' websites

### Phase 1.1

A child reaches Phase 1.1 of the SEND Ladder when a staff member or parent approaches the Inclusion Manager with a concern in 1 or more of the 4 areas of SEND: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical.

Following this concern the following steps will be made in Phase 1.1-



- Teacher observations in class.
- Observations made by the SENCO.
- Teacher/parent/SENCO meetings.
- Your child's progress can be discussed by the class teacher and/or the SENCO at parent evenings and parent drop-ins. Details of which can be found on the schools' websites.

If you have a concern regarding your child you may contact the Inclusion Manager: Liz Bernard on 020 7987 1883 or email: [elizabethbernard@spwt.net](mailto:elizabethbernard@spwt.net)

## **Phase 2**

Once a child has been identified as having a difficulty or delay in 1 or more of the 4 areas of SEND (Communication and interaction, Cognition and Learning, Social, emotional and mental health, Sensory and/or physical.) Then they will be placed in a suitable intervention ran by a member of our support staff. Our support staff are all highly trained in a range of SEND including art/Lego therapy, speech and language and understanding Autism. We also have access to learning mentors at both schools to work with children that have emotional and social difficulties. Regular reviews of these interventions will take place each term alongside the class teacher's in class assessment. Children may be moved from their intervention, the frequency of their intervention may be increased or decreased and this will be in accordance with their progress.

### **The training our staff have already received or will be receiving:**

The Inclusion Manager delivers whole staff training during Inset Days, including workshops from external providers, and through Teaching and Learning briefings. There is a programme of regular training for staff to deliver quality first training. LSAs receive weekly training sessions and attend external training specific to the needs of the students they support, for example, autism training provided by Phoenix School and weekly training and updates from our Speech and Language Therapist.

## **Phase 2.2**

If a child continues to show difficulties in 1 or more of the 4 areas of SEND. (Communication and interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical.) Then a referral may be made to an outside agency. All referrals are made with parent/carer consent.

All available outside agency details can be found within the London Borough of Tower Hamlets SEND Local Offer: <http://www.localoffertowerhamlets.co.uk/>



### **Specialist external services we use when we think extra help is needed:**

- Educational Psychology Service
- Hearing-impaired service
- Child and Adolescent Mental Health
- Behaviour Support Team
- Children's Social Care
- Attendance and Welfare Service
- Speech and Language Therapy Service
- Occupational Health Service
- Language and Communication Team
- School Nursing Team
- Phoenix School for students with ASD

### **Phase 3**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHC). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through interventions on Phase 2.

*For your child this would mean*

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHC).
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programs or run small groups including your child.
- Every EHC plan is reviewed yearly; all adults involved in the child's education, their parents/carers and the child themselves are involved in the reviewing process.

### **Transitions:**

Every child on Phase 2 will be discussed at pupil progress meetings with class teachers and senior leadership, children on Phase 3 will be discussed in pupil progress meetings, annual reviews and have a transition meeting in the summer term where parents/carers can meet with their child's new teacher to ensure a smooth transition between year groups.



**What should I do if I have a complaint?**

In the first instance please arrange a meeting with Liz Bernard.

If you do have any queries please do not hesitate to contact the school office and ask for one of the following members of staff:

Clare Lynam (Head Teacher – Primary Phase)

Elizabeth Bernard (Inclusion Manager)

020 7987 1883

[elizabethbernard@spwt.net](mailto:elizabethbernard@spwt.net)