



## S.E.N Information Report September 2023

### 1) Assessment, Targets & Review.

Details of how children's special educational needs are identified at St Paul's.

Details of how parents and carers are informed that their child has special educational needs, including how St Paul's communicates with parents and carers in particular parents and carers whose first language is not English.

All children starting our Nursery and Reception will be offered a face to face or telephone meeting during which information from parents/carers can be shared regarding their child's needs and education.

All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Pupils whose first language is not English, will have a first language assessment once settled in school.

Children who join us from other schools are supported using information obtained from the previous setting. We then use this information to ensure they are placed in appropriate groups. If assessments show that a child may have a learning difficulty, parents/carers are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. The child may be placed on the monitoring list. If additional support is required their child will be placed on the Special Educational Needs (SEN) register and extra provision is provided.

If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them. School will seek to provide a translator or use translating software to support non-English speaking families.

We have Termly Parents Evening meetings with the class teacher and an 'Open-door Policy' with the Class Teacher, SENCo and Teaching Assistants. Furthermore, parents receive a mid-year and end of year report, detailing their child's progress.

## Details of how children's special educational needs are assessed at St Paul's.

## Details of how progress is measured and evaluated.

Staff in the Early Years Foundation Stage use the 'Development Matters statements to make judgements about each child's development, their achievements and their next steps. This is carried out throughout the school day, in all areas of the curriculum, through observations, interactions, pupil outcomes and responses.

From Years 1 to 6, all pupils are assessed in Phonics, Reading, Writing and Mathematics on a termly basis. This is an on-going process to indicate the achievement of pupils in lessons. If a pupil is not making expected progress or staying at the same level for some time extra support will be provided through intervention sessions.

In Year One, a statutory assessment of pupil's ability to decode is carried out. Any pupils not achieving the expected standard are re-tested in Year 2.

In addition, SEN children are assessed against their individual targets. Targets are reviewed and set on approximately a half termly basis and break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All identified SEN children receive support for their areas of need. This may be individual support or in a small group.

All interventions are entered on a provision mapping system and the impact is reviewed termly according to: 0 – no impact; 1 expected impact; 2 above expected impact

Details of how children's Special Educational Needs are monitored and reviewed at St Paul's.

School records all interventions on a provision mapping system. Each class teacher, with the support of the school SENCo, are experienced at setting, delivering and assessing SEN targets. Teachers have responsibility for the teaching and learning of pupils with SEN in their class. Each class has an experienced TA who consults regularly with the class teacher on the teaching of SEN children. All members of staff in each class work together to set and review targets.

Details of how often monitoring and reviews take place.

When a child can achieve its target independently on a number of occasions a new target is set. Evaluations of targets are completed on a termly or half termly basis and are shared with parents/carers at SEN review meetings.

Details of how children's needs are provided for at St Paul's (level of impact / of support)

The children's specific areas of need are supported through interventions e.g. small group withdrawal sessions with a particular emphasis on developing reading, writing and numeracy skills. School provides ELKAN assessments and sets speech and language targets. Other interventions include Cool Kids, Precision Teaching, Lexia and Keep Up classes for English and Maths. It is also a policy of the school to set interventions according to stage not age, whereby children work within a group that might also consist of children from different stages.

Targets are set prior to intervention and progress and achievement is monitored throughout.

All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map'.

Parents/carers are informed of interventions their child is receiving at parent's evenings or SEND review meetings. At these meetings, the teacher will outline strategies to support their child and will give suggestions of extra activities they can do at home.

Details of how parents/carers can be involved and how they can

Reading books are sent home regularly and parents/carers are



support their child.

Details of training opportunities/learning events provided by the school for parents/carers.

Details of how parents and carers/ children can raise any general concerns they may have.

Names, roles, telephone numbers of key contacts at St Paul's School [SENCo].

encouraged to make comments about their child. Workshops are held to help parents support their child's learning in English and Maths. These are delivered to parents of particular Key Stages rather than whole school so content is relevant to the age of the parents/carers child.

Class teachers are available to talk to parents/carers on a daily basis, both at the end and the start of the school day. Appointments for further discussion will be made if needed. Parents/carers evenings are held on a termly basis. Informal meetings take place on a termly basis to discuss targets, reviews and additional support.

Informal meetings are called for parents/carers of pupils with SEN to update on any changes in provision, to discuss strategies and activities to support their child at home.

All staff can be contacted on the school number:  
01902 558621  
SENCO: Mrs L Evans



## 2) Curriculum Access

<p>Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.</p>	<p>For information regarding the curriculum please visit the school website. Monthly newsletters are sent out to parents/carers from the headteacher. Half termly curriculum newsletters and knowledge organisers are shared with parents to support learning at home. Educational visits or visitors to school are planned to further support and enhance teaching and learning. Parents/carers are encouraged to make voluntary donations to fund these events. Lessons are differentiated to ensure all pupils are able to access teaching and learning. In addition to differentiation, teaching assistants within classes support pupils' access to lessons.</p>
<p>Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups.</p>	<p>A copy of the Curriculum Policy is available on the school website. English and Maths lessons are taught in whole class groups across the school, using adaptive teaching methods to ensure all children are given the opportunity to achieve.</p>
<p>Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carers Governor, Link Governor.</p>	<p><u>SEN Link Governor</u>. Abigail Ratcliffe</p>
<p>Details of staff expertise and professional development/training of staff at St Paul's.</p>	<p>SENCO keeps updated on a regular basis through network meetings and training. This information is then shared and delivered as required to staff during staff meetings. All new members of staff receive in-house training with regards to SEN Policy and procedures.</p>

ELKLAN: Mrs Leanne Morgan, Mrs Amy Mann, Mrs N Wadelin, Ms Saveena Lalli

Diabetic Training: Mrs Nicola Wadelin, Mrs Leanne Scragg, Ms Saveena Lalli, Mrs Jennifer Ferretti, Mr Lee Davis, Mrs Lisa Savage, Mrs R Cook, Mr Aaron Richardson.

Precision Teaching: Mrs Teresa Boden

Cool Kids: All TAs.

Cool Characters: All TAs

Circle of Friends: Mrs Amy Mann, Ms Amanda Hayden

Deep Pressure Massage: All TAs

Wild Tribe: Mrs Teresa Boden, Mrs Nicola Wadelin, Mrs Chris Allcott, Miss Dani Woods

Lexia: Ms Lalli, Mrs Wadelin, Mrs Lisa Savage, Ms Amanda Hayden, Mrs Nicola Wadelin

Toe-by-Toe – Ms Saveena Lalli, Mrs Amy Mann, Mrs Lisa Savage.

Talking & Drawing – Miss Dani Woods, Ms Amanda Hayden

Lego Play – Ms Amanda Hayden, Miss Dani Woods

NELI – Mrs Teresa Boden, Mrs Bryanie Clarke

Sensory Circuits – Mrs Amy Mann, All TAs

Details of the types of Special Educational Needs for which provision is made at St Paul's.

Provisions are made for all children with Special Educational Needs, regardless of their needs in order for them to access the full curriculum. These include mild/moderate learning difficulties, social, emotional and mental health needs, hearing impairment, visual impairment, speech and language, physical needs and disabilities and specific learning difficulties such as dyslexia and dyspraxia.

### 3) Grouping and Pastoral Care

Details of the school pastoral support system at St Paul's.

Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.

Class teachers are responsible for the pastoral care of their pupils. The school's Christian ethos permeates all that we say and do. Rainbow Values are understood and practised by the children and are explored in daily worship times and in times of reflection. They are the basis of pastoral support in terms of harmony, honesty, forgiveness and justice. Children and their families are supported in times of need eg bereavement and family breakdown. Staff will raise any concerns with the SENCO or the Head Teacher who will then make appropriate referrals or organise appropriate support. In addition to support given by staff, we encourage peer support, e.g. play leaders.

Extra-curricular activities are available, such as Football Club, Spanish, STEM club, recorders, Multi-skills, Jigsaw Club, Environmental Club. The children in Key Stage 2 also have the opportunity to meet with a Peer Supporter.

Details of how parents and carers/ children raise any concerns they may have about progress, or request for additional support.

Details of opportunities for children to have a voice at St Paul's.

Class teachers are available to meet parents/carers on a daily basis, for brief discussion at the start or end of the school day. Appointments for further discussion will be made if needed.

School questionnaires are given to parents at the end of each academic year and results are published in the school newsletter.

Each year group from Year 2 selects members to represent them on the School Council. This is an inclusive council and the voice of the SEN pupil is important. Meetings take place regularly.

All SEN profile children are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support.

Throughout the year, each class leads worship to the rest of the school and to their parents/carers – developing their self-confidence and presentation skills. There is also a Celebration Worship each week where exemplary work and achievements are celebrated.

Details of the strategies available to support regular attendance, including what support is available at St Paul's.

Arrangements in school for parents/carers to notify of child's absence. Any concerns over specific pupil's non-attendance is followed up on day of absence. All absences without a reason are followed up by telephone, letter or text. As a result all authorised/unauthorised absences are identified.

Regular meetings held with EWO and Admin team responsible for attendance to discuss pupil attendance that falls below 90%. As a result, actions to address poor attendance are discussed and agreed. Identified persistent poor attenders are closely monitored. If necessary contracts are put in place with support made available.

Recognition is given in weekly worship to classes with the best attendance for the week within Reception/KS1 and KS2. Class Attendance Cup is awarded half termly.

Medals are awarded to all pupils at the end of the year with 100%



Details of the strategies available to support good behaviour, including what support is available.

attendance or very high attendance.

A copy of the School's Behaviour Policy is available on the school website. Positive behaviour is rooted in, promoted and celebrated through our school's Rainbow Christian Values (honesty, humility, forgiveness, harmony, patience, justice and thankfulness) and our St Paul's Promise. These are reinforced throughout the school day. There are reflection times (Rainbow Reflection Books) and Worship Times etc.

Rainbow Values Certificates (weekly in each class) and Gold Star certificates celebrate times when good choices have been made and our Rainbow Values have been displayed.

The school can pay for BAMHS (Behaviour and Mental Health Support) for those pupils causing serious concerns.

School rewards and consequences are embedded consistently by all staff.

Each class draws up a set of rules at the start of the academic year.

Children displaying good behaviour can be identified by school staff for praise in Celebration Worship.

Much emphasis is placed upon positive behaviour management and teachers set individual targets, if needed, to acknowledge and reward good behaviour.

Teachers' marking is 'live', positive, celebratory and encouraging, identifying children's achievements within their books and providing them with an understanding of how to improve further. Stickers and house points are awarded across the school.

Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.

The school's curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required. Educational visits or visitors to school are organised termly to support and enhance pupils' learning - linked with the year group topics. All pupils are encouraged to attend and additional support is organised if needed. Pupils with SEN have full access to the afterschool clubs on offer. See also Equal Opportunities Policy. Children in Key Stage are offered the opportunity to take up an instrument.

Details of the transition procedures and arrangements i.e. moving into school and moving on from school

Pupils with an Educational Health Care Plan (or Statement) will discuss the options available regarding Secondary School at their Annual review which is held during the Summer term of Year 5. The school engages well with the local secondary schools and has taken part in their induction programme offer. Transition meetings are held for parents of children moving from Nursery to Reception. These take place at the end of the academic year in preparation for the new challenges the children will face in their new class.

Details of medical and personal care procedures at St Paul's.

Training is delivered with regards to asthma, diabetes, auto-infectors, epilepsy and any other medical needs related to the pupils in the school. This is provided by the School Nurse each academic year. All support staff including Lunchtime Supervisors have received first aid training. Pupils requirements with regards to medical care are kept in a first aid box in a secure place in each classroom so that it is accessible when needed. In Reception and KS1 inhalers are kept in the classroom and when needed are administered under supervision. In KS2 inhalers are available within the classroom and the children are encouraged to become more independent when using them. An emergency inhaler and emergency



autoinjector is available in school. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Pupils with long term medical needs have an identified member of staff allocated to be responsible for their care and a care plan is created. Any medication given is recorded.

#### 4) Equipment & Resources

<p>Details of the specialist staff working within St Paul's.</p>	<p>The school employs a number of Teaching Assistants and Pastoral Assistants to support all pupils, but part of their time is spent specifically meeting the needs of SEN children, particularly those with a Educational Health Care Plan.</p>
<p>What services the school accesses, including other educational establishments, health and social care services.</p> <p>What links does the school have with Voluntary organisations, including support services for parents and carers.</p>	<p><b>Speech and Language Therapy Service</b>  <b>Early Years Team</b>  <b>Occupational Therapy</b>  <b>Gem Centre</b>  <b>Outreach</b>  <b>Visual Impairment Team</b>  <b>Hearing Impairment Team</b>  <b>Educational Psychologist</b>  <b>Area SENCO</b>  <b>Family Support Workers</b>  <b>EWO</b>  <b>School Nurse</b>          Parents are encouraged to contact the Parent Partnership Service located at the Gem Centre if needed.</p>
<p>Details of the schools access arrangements.</p>	<p>See Disability Accessibility Scheme.</p>

Details of how the schools SEN budget is allocated.	TAs for SEN support To pay for support from the following : Educational Psychologist (Top up funding) Specialist Teacher BAMHS ( top up) Resources
Details of travel arrangements to and from school.	NA

# Accessibility Plan

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which all pupils, including disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable pupils of all abilities pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils and parents
- Our school aims to treat all its pupils and parents fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

St. Paul's has an inclusive Christian ethos school that welcomes learners from different socio- economic backgrounds, cultures, religions as well as Special Education and Disability Needs.

The plan will be made available online on the school website. Paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 1. Legislation & Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<p>Continue to develop a range of learning resources that are accessible for students with different disabilities.</p> <p>Develop data tracking and assessment systems to ensure that attainment and progress are measurable and accurate for all children, particularly those with SEND and other vulnerable learners.</p> <p>Carry out Pupil Voice to gain children's views.</p>	<p>Subject Leaders to review resources in their curriculum areas.</p> <p>SENDCo to communicate with relevant outside agencies to determine appropriate equipment on an individual basis.</p> <p>Tracking system to be reviewed to ensure SEN pupils are making expected progress.</p>	<p>CT, SENDCo, &amp; SLT</p>		<p>Students with disabilities have increased access to curriculum materials</p> <p>SEND students are making progress and the gap is narrowing/ or closed.</p>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> </ul>	<p>Ensure that there are appropriate vehicle access for students with physical disabilities.</p> <p>Constantly review access to the physical environment for students with physical disabilities.</p>	<p>Review the needs of identified students. Ensure that appropriate provision and safety have been addressed.</p> <p>Allocate a disabled parking bays</p> <p>To ensure Library shelves at wheelchair-accessible height</p>			<p>Physical environments will be reviewed and evaluated frequently with the support of the Occupational Therapy Service.</p> <p>Appropriate risk assessments will be carried out regularly and evaluated in line with Health &amp; Safety policies.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Make information accessible to students and parents with disabilities.</p>	<p>Offer translated versions of letters / information</p> <p>Letters printed onto coloured paper</p> <p>Support offered with accessing online systems.</p>			<p>Students and parents will have greater access to information and upon parents request be able to provide in an alternative format.</p>



## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Board.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy