

St Paul's CE Academy

SEND Information Report

September 2023



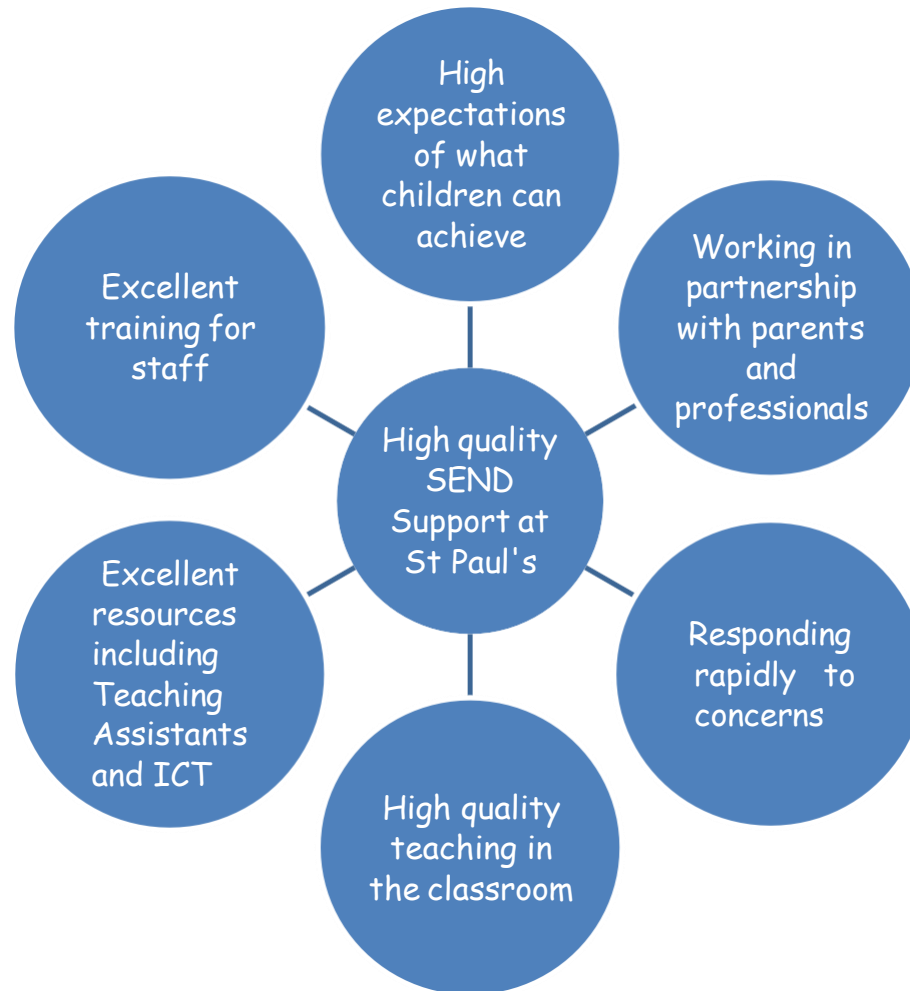
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SEND Governor	Mr J Morton	jmorton@stpaulsceaacademy.org



Vision for SEND at St Paul's

We are committed to constantly improving the quality of the educational provision for pupils who experience barriers to learning.

We strive to provide the very best education for each pupil during their time in the classroom but also through lunchtime, extra-curricular and intervention programmes.



Definition of SEND / Who does the policy relate to

At St Paul's we recognise that any child may at some time require access to additional support for their learning, language or other needs. We aim to intervene quickly when there is concerns however, we do not automatically identify pupils as having SEND in this instance.

The academy follows the guidance in the SEND Code of Practice (Sept 2014)

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory academy 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEND Code of Practice (2014, p 4)

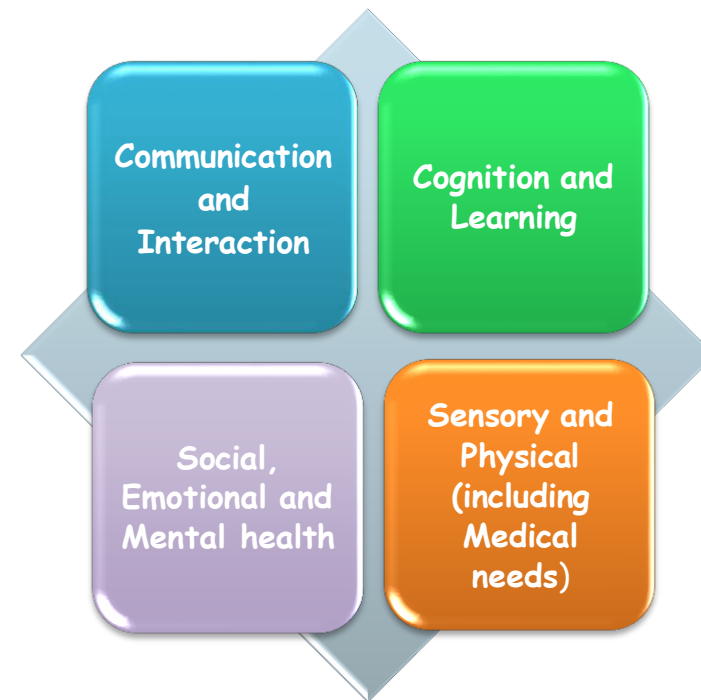
Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 - that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2014, p5)

The kinds of special educational need for which provision is made at St Paul's

At St Paul's Academy we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance:

- **Speech and language difficulties**
- **Autism**
- **ADHD**
- **Learning difficulties**
- **Dyslexia**
- **Social, Emotional and Mental Health difficulties**
- **Attachment difficulties.**
- **Motor skill difficulties including dyspraxia**
- **Sensory needs.**



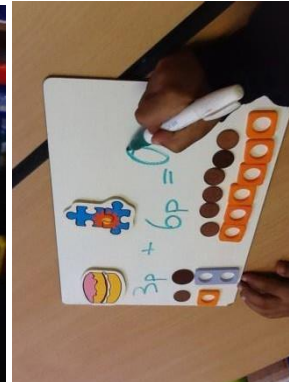
There are other kinds of special educational need which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met.

The admission arrangements for pupils *without* an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

The academy also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need:

- **Speech and language difficulties - significantly delayed receptive and expressive language**
- **Autism**
- **Moderate and Profound learning difficulties**
- **Social, Emotional and Mental Health difficulties including post-traumatic stress disorder.**

Decisions on the admission of pupils *with* an Education, Health and Care plan are made by the Local Authority.



Information about the policy for identification and assessment of pupils with SEND at St Paul's

How does the academy know if a child needs extra help?

Children are identified as needing additional or different support through a variety of ways. These include when

- A child is attaining below age related expectations
- A child is making little or limited progress
- Concerns are raised by a parent or carer
- Concerns are raised by teacher or TA
- Concerns are raised by a child
- There is a change in a child's behaviours or progress
- Liaison with external agencies, including Health services, identifies a need
- Liaison with previous academy or setting identifies a need

What should a parent do if they think their child needs additional support?

Talk to us - in the first instance please contact your child's class teacher. You are able to leave a message at the front desk and organise for the teacher to contact you.

If you still have concerns you can contact Mrs Allen who is the Special Needs Coordinator (SENCo). Messages can be left for Mrs Allen at the front desk, alternatively you can phone the academy or email directly at vallen@stpaulsceaacademy.org

Our aim is always to build positive and effective relationships with parents and we recognise that conversations about your child needing extra help can sometimes be difficult and emotional. We aim to respond to parent concerns quickly and are happy to be as flexible as possible about how and when we communicate.

Assessment

At St Paul's Academy we will assess each pupil's current skills and level of attainment on entry to the academy. We regularly assess pupils reading, writing and maths attainment three times a year to monitor academic progress. We also use a range of assessments with all pupils at various points including:

- Language Link Assessments on entry to school
- Phonics (Reception to Year 2)
- Yr 1 Phonics Screening
- Reading Age
- Spelling, Punctuation and Grammar (Years 3 to 6)
- National KS2 Statutory Assessment (End of Year 6).

We also use a range of additional targeted assessment tools at various times to determine children's skills and progress across all the four areas of need. This enables us to target extra support appropriately.

At St Paul's we are experienced in using the following targeted assessment tools:

- Infant and Junior Language Link
- Speech Link
- Pira and Puma assessments
- Star Reader
- Boxhall Profile
- Jump Ahead Assessment
- Sensory Circuits

These assessments will allow us to identify any pupils making less than expected progress given their age and individual circumstances. This is progress which:

- * is significantly slower than that of their peers starting from the same baseline.
- * fails to match or better the child's previous rate of progress
- * fails to close the attainment gap between the child and their peers
- * widens the attainment gap

Identifying Pupils for Extra Support

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. This can take place in the classroom and/or small group or one-to-one intervention. Some children also access ICT software and programmes targeted at developing specific skills.

Identifying Special Educational Needs through Specialist Assessment

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils we will consult with parents and may seek specialist assessments to determine the cause of the learning difficulty.

We have access to external professionals who are able to complete more specialist assessments

- Speech and Language Therapy Service (NHS)
- Child Development Clinic (NHS)
- East Sussex ISEND Service - CLASS - Communication Learning and Autism Support Service
- CAMHS (Child and Adolescent Mental Health Service)
 - TASS (Team around the school setting) ISEND
 - East Sussex ISEND Service
 - Educational Psychology
 - CLASS
 - EAL TA Support
 - CAMHS
 - CITES - Occupational Therapy
 - Academy Nursing
 - East Sussex ISEND Service - Sensory Service

At St Paul's we also where necessary commission services directly from:

- **County Educational Psychologist**

These are professionals with established relationships and a good knowledge of the academy. This enables us to access at times more rapid or academy based assessments and the capacity to meet the needs of our large academy.

The purpose of these more detailed assessments, especially when sought by the academy, is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents and recorded on an Additional Needs Plan and reviewed regularly, and refined / revised if necessary.

At this point we will have identified that the pupil has a special educational need because the academy is making special educational provision for the pupil which is additional and different to what is normally available.

Where it is decided to provide a pupil with SEND support the decision will be recorded in academy records and we will formally notify parents.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need and maintain the level of Additional Needs Plan.

If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

When any change in identification of SEND is changed parents will be notified.

East Sussex Additional Needs Plan

When despite the appropriate targeted support, a pupil continues to make little or no progress, or to work at levels considerably below those of their peers, an East Sussex Additional Needs Plan will be started in collaboration with parents and the pupil to further evaluate needs and ensure very targeted, personalised provision is in place.

Application for statutory assessment

In a very small number of cases where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the pupil, the pupil has exceptionally high needs, consideration will be given to requesting an Education, Health and Care (EHC) assessment. This request can be made by the academy or by parents.

Graduated Response to identifying and meeting SEND needs at St Paul's Academy

High Quality Teaching, Planning and Assessment

... targeted teaching, planning and assessment individual resources/provision is detailed on whole class provision map

... SEND need is identified usually with assessments. Long term outcomes are agreed with pupil, parents and teachers. Outcomes and personalised support strategies are detailed on Additional Needs Plan

...Comprehensive information gathering and assessment of need. Outcomes and personalised support strategies are detailed in East Sussex Additional Needs Plan

Application may be made for Education Health and Care Plan. Outcomes and personalised support strategies are detailed in Education Health and Care Plan.

If the pupil continues to make little or no progress, SEND is identified and provision becomes increasingly personalised.

How will the academy support my child?

At St Paul's we strive to ensure that all children receive excellent teaching, all day, every day in their classroom. Many of the teaching strategies we use for all children support the learning and engagement of pupils with Special Educational Needs and Disabilities. High quality teaching, differentiated for individual pupils, is always our first step in responding to pupils who have or may have SEND. We strongly believe that additional intervention and support cannot compensate for a lack of good quality teaching.

We recognise however that any child, for any reason may need some targeted additional or different work in or out of the classroom. We run a considered programme of intervention, training staff in programmes which research and our academy evaluation tells us work best.

Mrs Allen, the Special Educational Needs Coordinator works closely with the SEND team to oversee all support and progress of any child requiring additional help across the academy.

The class teacher will oversee, plan and work with each child with Special Educational Needs in their class to ensure that progress is made in every area.

The class teacher will use a class provision map document to set out the support your child is receiving and to evaluate the success of interventions and resources. All pupils who have identified special educational needs and are coded K on our tracking system will have an Additional Needs Plan. This is coordinated by Mrs Allen, the SENCo, and draws together all information about a child and sets targets to enable clear tracking of a child's progress across different areas of need. Each child with an Additional Needs Plan will take part in a pupil voice to ensure their views are heard.

How will the academy support my child's communication and interaction?

In all classes we use a range of teaching strategies for all children with communication and interaction but which support the children with additional needs. Teachers:

- Ensure there is a high level of visual support to all verbal information, including a daily visual timetable.
- Ensure all children understand key vocabulary, concepts and tasks
- Provide key vocabulary with pictures and spellings of all new subject specific words
- All classrooms and small teaching spaces have visual and practical resources to support learning.



We recognise that some children will need to receive targeted support which may include:

- Planned access to specific software such as Communicate in Print Apps
- Access to differentiated learning environments such as smaller, quiet teaching spaces.
- Additional in academy assessments led by trained staff such as language link and speech link.
- Small group or 1:1 intervention targeting speech or language
- Access to additional equipment e.g. word-processors, laptops and Talking Tins



A few children receive highly personalised support which may include:

- Trained staff regarding a specific speech and language needs e.g. Downs Syndrome, ASD
- Organisational / environmental change such as a designated working area with few distractions; small group working
- Use of specialised hardware and software such as access to a laptop, talking photo album, iPad.
- Specialist assessments by professional Speech and Language Therapists
- Specialist observation and advice from CLASS.
- Individualised intensive intervention programme

How will the academy support my child's learning?

In all classes we use a range of teaching strategies for all children's learning but which support the children with additional needs. Teachers:

- Engage in training about frequently occurring learning difficulties and teaching strategies
- Know and use dyslexia friendly teaching strategies
- Plan opportunities for small group and 1:1 teaching in addition to whole class teaching
- Plan lessons that all children can access and ensures individual children are challenged at their own level.
- Provide opportunities for children to record their ideas in different ways, including using ICT.
- Explicitly teach key vocabulary using visual support.
- Create a learning environment which supports children to be independent.



We recognise that some children will need to receive targeted support which may include:

- Planned access to specific software such as Clicker 6, Wordshark and Number shark.
- Access to differentiated learning environments such as smaller, quiet teaching spaces.
- Additional in academy assessments led by trained staff such as a reading miscue analysis or 'What I can do' in Maths.
- Small group or 1:1 intervention targeting learning
- , Targeted maths interventions.

A few children receive highly personalised support which may include:

- Trained staff to deliver a specific cognition and learning needs e.g. Dyslexia, Dyscalculia
- Organisational / environmental change such as a designated working area with few distractions; small groupworking
- Use of specialised hardware and software such as access to a laptop and/or iPad.
- Specialist assessments by Educational Psychologist.
- Individualised intensive intervention programme.

How will the academy support my child's social, emotional and mental health?

In all classes we use a range of teaching strategies for **all children's** social, emotional and wellbeing but which support the children with additional needs, including mental health difficulties. Teachers:

- Deliver the PSHE curriculum with very regular teaching sessions and responsive class sessions where the need arises.
- Consistently implement the academy behaviour policy, safeguarding and anti-bullying policy if the need arises.
- Demonstrate knowledge of strategies to manage difficult situations such as restorative and solution focused approaches.
- Promote opportunities for the development of social interaction skills throughout the academy day.
- Plan carefully with regard to pupils Special Educational Needs
- Know about the THRIVE approach - behaviour as communication

We recognise that **some children** will need to receive targeted support which may include:

- Additional in academy assessments led by trained staff such as Boxall assessment, Pupil Voice.

- Small group or 1:1 intervention targeting learning including Managing feelings including 'Boris the Bear anxiety group', drawing and talking.
- Access to Lunch club
- In class strategies - visual timetable, when/then or now/next board, behaviour chart, reward system, calm box, cool down pass.
- Organisational / environmental change such as a workstation.

A few children receive highly personalised support which may include:

- Trained staff regarding a specific social, emotional or mental health difficulty such as attachment, depression, separation anxiety.
- 'Lego therapy
- Organisational / environmental change such as a designated working area with few distractions; small group working
- In academy specialist assessments such as the Boxhall Profile,
- Individual Risk Assessment.
- Specialist assessments by Educational Psychologist or CAMHS.
- Advice from County's TASS (Team around the school setting)
- Individualised intervention such as counselling, Life Coaching.
- Targeted support from an additional adult to implement preventative strategies on the risk assessment - meet and greet, support for transitions.
- Different timetable arrangements including short term reduced timetable with the aim of successful reintegration.



How will the academy support my child's sensory, physical and medical needs?

In all classes we use a range of teaching strategies for all children's learning but which support the children with additional needs. Teachers:

- Set up accessible classrooms which follow our dyslexia friendly practice.
- Are aware of the Supporting Pupils with Medical Conditions policy and ensure new information is shared and provision adapted where needed.
- Know about motor skills development and promote opportunities for the development of skills at appropriate level for individuals across the curriculum including PE.

We recognise that some children will need to receive targeted support which may include:

- Organisational / environmental change such as adapted equipment and resources such as writing wedge, specialist pen, scissors, eating equipment.
- Organisational / environmental change to enable access to learning such personalised seating arrangements or personal copies of resources or access to a designated working area with few distractions
- Additional in academy assessments led by trained staff such as Jump Ahead or 'Fizzy's Balance or coordinationskills'.
- Small group intervention such as Jump Ahead. And sensory circuits

A few children receive highly personalised support which may include:

- Trained staff regarding a specific sensory, physical or motor skills need such as sensory processing, hearing loss.
- Organisational / environmental change with specialist equipment.
- Specialist assessments by an Occupational Therapist
- Specialist assessments through the NHS such as the academy nurse, child development clinic, audiology, diabetes nurse, enuresis clinic.
- Observation and advice from County's Sensory Service (ESBAS)

- Targeted support from an additional adult.
- Targeted intensive intervention such as Pindora's Box.
- Academy Health Care Plan
- Specialist equipment to support access to the curriculum.

Information about the policy for assessing and reviewing children's progress towards outcomes at St Paul's

We record details of additional or different provision made under SEND support on the class provision maps and on the Additional Needs Plan

Provision Maps are reviewed three times a year following assessment.

SEND support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.



Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Additional Needs Plans are reviewed with pupils and parents three times a year. Review dates are set on an individual basis although for the majority of pupils reviews will be in the end of Term 1, the end of Term 3 and the end of Term 5.

For pupils with an Education, Health and Care Plan there will be an annual review in the summer term, attended by the SENCO. Each review will be informed by the views of the pupil, parents and teachers and the assessment information from teachers which will show whether adequate progress is being made.

How the academy works with parents and carers of pupils with SEND

We are committed to working in partnership with parents and carers of pupils with SEND.

We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of pupils identified with Special Educational Needs at least twice each year to share provision maps and review SEND plans. In addition, we are happy to arrange meetings outside these times.
- Provide an annual report for parents on their child's progress.

- TA for EAL links with EAL families to encourage integration with the community and to support with any additional services or support required
- Support with paper work for parents, for example completing forms.

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the academy's complaints procedure. Details about this are available from the academy office or on the academy website: www.stpaulsceaacademy.org.

How the academy works with pupils with SEND

We are committed to involving pupils with SEND in decisions about their learning and pupils will be consulted about and involved in the arrangements made for them as part of person-centred planning.

Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

We will:

- Actively seek pupil's views using strategies such as pupil voice questionnaires
- Support pupils to consider their desired short and long term goals encouraging them to see the best possible educational and other outcomes, preparing them effectively for adulthood.
- Have regard to the views, wishes and feelings of pupils to plan personalised provision.
- Provide pupils with the information and support necessary to enable full participation in decision making as appropriate to their age, development and situation.
- Specialist EAL Support Staff.

How will the academy prepare and support my child when joining the academy or transferring to a new academy?

At St Paul's Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We use a range of strategies to enable children's transition to be as smooth as possible.

These may include:-

- discussions with another academy
- additional visits
- transition booklet with photos and information about the academy
- vulnerable transition programme

As an academy, we are happy to discuss individual transition arrangements.

Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process.

We support pupils so that they are included in social groups and develop friendships. This is particularly important when pupils are transferring from one phase of education to another.

If a child has an EHC plan, this will be reviewed.

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the academy and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our intervention menus.

In very few cases a very high level of resource is required and an EHCP may be requested -if agreed by the Local Authority the Local Authority should provide top up funding to the academy.

How the academy enables pupils with special educational needs to engage in activities of the academy (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at St Paul's Academy are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the academy will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

Support that is available for improving the emotional and social development of pupils with special educational needs

At St Paul's Academy we understand that an important feature of the academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance within class PSHE lessons and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following:

- mentoring with member of inclusion department,
- access to quiet time out areas within the classroom
- access the pastoral room in the Inclusion Centre
- targeted small group work
- drawing and talking intervention
- external referral to CAMHs,

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

What training are the staff supporting children and young people with SEND had or are having?

All teachers and teaching assistants have had the following awareness training

- Autism - Torfield Academy Outreach
- Dyslexia - CLASS
- Numicon - Oxford University Press
- Speech and Language - CLASS
- Attachment - ESBAS
- Therapeutic Thinking
- Talk for Writing
- Letters and Sounds

In addition, some staff have received enhanced and specialist training including:

- Speech and Language level 2 (Children's Integrated Therapy Service NHS) - vocabulary, narrative skills
- Speech and language level 3 (Children's Integrated Therapy Service NHS)
- Elkan (Speech and language)
- Reading recovery (Learning together alliance)
- Supporting pupils with maths difficulties (CLASS - Communication Learning and Autism Support Service)

- Challenging behaviour and Autism (Torfield Academy)
- Social Stories (Torfield Academy)
- Drawing and talking
- Boris the Bear/Worry monster Anxiety group (Educational Psychology Service)
- Jump Ahead (CLASS - Communication Learning and Autism Support Service)
- Sensory Circuits
- Team Teach
- Training
- Managing Challenging Behaviour
- Risk Assessment (ESBAS - Education Support Behaviour and Attendance Service) Downs Syndrome development trust training
- Makaton
- Boxhall

Where a training need is identified beyond this we will find a provider who is able to deliver it. Local training providers we approach include

- Torfield Special Academy - Autism Outreach
- East Sussex ISEND Services - Educational Psychology,
- TASS Team Around The School
- CLASS - Communication Learning and Autism Support Service
- CAMHS
- Speech and language therapist
- Occupational therapist
- Educational Psychologist

The cost of training is covered by the notional SEND funding