

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

SEND Information Report

Whinmoor St Paul's Primary School

September 2024

What is a 'Local Offer'?

A message from Mrs Percival, SENCO

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found at the link located within our school 'Local Offer' page, or by going to www.leedslocaloffer.org.uk

At Whinmoor St Paul's C of E Primary School, provision for children with additional needs is extremely important to us. Our statement of equality is simple; we strive to ensure all children achieve their best, irrespective of gender, race, need or background. Just like our school motto, 'We are all unique children of God'.

This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need for SEN provision. All of this information can also be found in more detail on our school website under the SEND section. Of course, should you require any additional information, please feel free to contact myself or your child's class teacher – we would be more than happy to discuss with you any questions which you may have.

Firstly...What is SEND?

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example, they may have additional needs due to dyslexia, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique – however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can. **Our school has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school website, which include:**

- SEND Policy
- Admission Arrangements
- Accessibility Plan
- Anti-Bullying Policy

Who decides if my child has a SEND? What do I do if I think my child or young person may have special educational needs?

Often, children may join our school, with parents/carers having a clear picture of their child's needs – parents/carers know their children best – and as a school we see parents/carers as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents/carers at the earliest opportunity to discuss such concerns and agree a way forwards. For some concerns, we may discuss the involvement of the SENIT team, the Seacroft and Manston Cluster, Educational Psychology Service, the Occupational Therapy Service, STARs Team, Speech and Language Therapy, Child and Adolescent Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is

not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. As previously mentioned, if these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register. If you think that your child may have a special educational need, in the first instance, speak to your child's class teacher and we will work forwards from this. You can arrange a meeting at any time with Mrs Percival, our school SENDCo by contacting the office.

There are two categories of SEND at Whinmoor St Paul's C of E Primary School, these are children in receipt of:

- **A Support Plan:** the children are overseen by the school and the school and parents initiate, plan, review, amend, and cease support for children whose needs are seen at 'Support Plan' level.
- **A Statement / Education, Health and Care Plan (EHCP):** historically, children who had higher needs were issued a 'statement', by the Local Authority. From September 2014, statements ceased to be issued, and EHCPs have been issued in their place. Children with needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually.

What kind of additional provision and curriculum could you offer? How accessible is the school? What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families. We have a designated SENCo, Mrs Percival, to oversee the provision for all children with additional needs across the school. At Whinmoor St Paul's C of E Primary School, our Headteacher and teaching staff are fully committed to inclusion and high quality experiences for all children.. We also have a high level of teaching support, to ensure children with additional needs are well supported in all lessons. Our curriculum is tailored to the needs of the child – through the use of staffing, differentiation, teaching style, and resources – including ICT.

Some examples of additional provision which could be suitable for a child with SEND could include:

- Some individual teaching, following dedicated programme to address specific needs, e.g. Active Literacy, Early Reading Support, The Power of One programmes or those directed by Speech Therapists, Educational Psychologists or the Learning Support Service
 - Small group focus work to address shared issues, e.g. fine and gross motor skills groups
 - Specialist interventions, e.g. Occupational Therapy, or Speech and Language Therapy with a trained therapist
 - Pastoral support – referrals to play therapist's and our own pastoral lead
 - Teaching Assistant support within the class, in order for the work to be further differentiated to meet exact needs
 - Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that have been suggested by professionals
 - Thorough assessments undertaken by professionals i.e. Educational Psychologists/Speech and Language Therapists in order to pinpoint exact areas of difficulty that are then addressed
 - Referrals to cluster for counselling support, play therapy, assessment and formulation route and family support
 - Ancillary aids if appropriate
- As the school is all on one level, it is accessible to wheel chairs – please see our Accessibility Policy for

further information.

What involvement can we have as parents/carers at Whinmoor St Paul's C of E Primary School?

We very much value the contribution that parents/carers can make to their child's education. In order for parents to be fully involved in the life of the school, when they generally do not drop off or pick up their child from school, both school and home must work hard at this important aspect of school life. You are always welcome to call in to see how your child is progressing or you can make an appointment via our school office. We also expect parents/carers to attend a child centred 'Annual Review' for all pupils with a 'Educational Health and Care Plan', to enable all of the staff who work with yourselves to discuss the placement each year. There are also two Parents' Evenings each year where the parents of children with SEND can discuss their child's learning and review and set outcomes.

How will I know how well my child or young person is doing and how will you help me support my child's learning?

As a parent/ carer you will have an opportunity to discuss and review your child's progress at regular points throughout the term. There are three parent/ carer consultation nights throughout the year where you can meet your child's class teacher. You can get in touch with the SENDCo at any point throughout the year should you feel that you have any concerns. These meetings will allow you and your child's class teacher to discuss their progress against agreed targets and allow you a chance to share their Individual Provision Map.

How will my child be included in activities outside the classroom?

Children with SEND are always given equal opportunities as their peers and are allowed to access all the activities and school trips that we go on. Where necessary, risk assessments will be put in place which will be completed alongside parents/ carers. School have an accessibility plan which covers the following three areas;

- Increasing the extent to which pupils with disabilities can participate in the curriculum
- Improving school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services we provide and offer
- Improve the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.

How would my child be assessed – and would we be informed?

In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where your child will progress. We always communicate your child's attainment through parents' evenings and end of year reports or your child's teacher may call an additional meeting if they have an area or need to discuss.

If more detailed assessments of SEND area required, some of the methods are:

- Speech Therapy Assessments** – which may focus on sound production, language understanding, or other relevant assessments to your child's needs
- Education Psychology Assessments** – which may include memory, understanding, reasoning, logic, and general skills assessments
- Cognition and Learning Assessments** – these may include observations and assessments
- On going school assessment** - these assessments are comprehensive in all aspects

of school life, with some additions for children with SEND. These may include reading, writing, maths, phonic and spelling assessments

- **Social and Emotional Assessments** – these may include observations, questionnaires and assessments

Additional assessments relevant to your child's needs

Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels. These smaller steps of progress are measured and assessed using an assessment system called B Squared. Aspirational targets are set for all children assessed using this system to ensure that all children are expected to make good progress, including those not ready to access the National Curriculum.

How do the children contribute to their provision planning?

As with everything related to your child in our school – they have an opinion and voice that is listened to. At child centred annual reviews (for children EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. They all write their views prior to the meeting in our 'All About Me' worksheet. Children at the Support Plan phase are actively involved in reviewing their termly outcomes and have the opportunity to add their comments to the plan as it progresses. Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need. Children who are on a support plan have the opportunity to give their views termly and these are recorded on the plan.

What about SEND and School Finances? How are the school's resources/funding allocated and matched to children's needs?

Each school in Leeds receives its school budget in April, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6,000 of support for children with SEN – after which they can request additional 'Top Up Funds' from the Local Authority; generally this is for children with very high needs. In order to access these funds, the school submits an application to the Funding for Inclusion team - detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans at an Annual Review meeting with the SENCo. Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved. More information about SEND finances is available on Local Authority Local Offer Website and on the Whinmoor St Paul's website in the SEND section.

What SEND expertise do you have in Whinmoor St Paul's Primary School? What training and development is done by staff supporting those with SEND?

The staff at Whinmoor St Paul's C of E Primary School are highly skilled and continued professional development is something that is very important to us. All staff may have training in some areas and then designated staff may have expertise in other areas. Most members of staff have First Aid and Core Child Protection/Safeguarding training. In addition, our SEND support staff have a selection of training. Each year the needs of children within our school are carefully considered and training organised to up-skill staff. Recently staff have taken part in Lego Therapy training, Understanding and Supporting Pupils on the Autism Spectrum (Level 1) and all staff received training on identifying SEN and writing outcomes for children being assessed using B Squared. Two members of staff are qualified to Level 3 Autism practitioner level and all staff have received training related to working memory and visual communication.

What support will there be for my child or young person's overall well-being and social, emotional and mental health development?

The school has a dedicated pastoral team consisting of Mrs Vaughan, Mrs Burns and Miss Emmerson. Incidents of bullying are recorded on our tracking system called CPOMS and all relevant staff are made aware of incidents and action taken. When dealing with such incidents, the wellbeing of the child is paramount – each week staff have dedicated sessions focusing on the emotional wellbeing of the children in

our school. We also work with our local Seacroft Manston cluster who offer various support focusing on wellbeing.

Who do I talk with if I have a compliment or complaint?

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or even Mrs Vaughan! You can also respond at the parent's consultation meetings and parents SEND review in the summer term. If you are unhappy, it is best to speak to Mrs Vaughan or Mrs Percival as soon as possible – we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website should you feel you require it.

How do we evaluate the effectiveness of our provision?

Reviewing children's academic outcomes, as well as targets set on EHCP and SEND Support plans allows us to see how well our children achieve academically, emotionally and socially. We invite external evaluators from the Local Authority to review our provision and formally consult children and parents regularly with regard to their experiences of SEND provision. We continually evaluate in order to improve! The provision of our children with SEND and other Vulnerable Groups Children with additional needs, such as Looked After Children, is closely monitored. Our SENCo reviews the provision and achievements for our children with SEND at half termly SEND reviews (with the class teacher) to ensure the best outcomes for children and families. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy – and making good progress.

What are the Types and Levels of Need of SEND in our school?

Across our school, we have a variety of children with varying types and levels of need. Below is an overview of the types and levels of need across our school as of September 2024.

Cognition and Learning	9 children
Communication and Interaction	25 children
Social, Emotional and Mental Health	2 children
Deaf and Hearing Impaired	2 children
Medical Need	1 child

Who are my main points of contact if I have any questions or worries?

If you have any concerns the first points of contact are listed below. Please get in touch with us if you would like to discuss something about your child, require further information about other support services or to access wider information in the Local Offer.

Mrs Percival – SENDCo

Mrs Vaughan – Headteacher

Hilary Kitching - SEND Governor, Whinmoor St Primary School, Whinmoor, Leeds, LS14 1EG

Tel: 0113 265 7250

Completed: September 2024

