

St. Paschal Baylon SEND Information Report

An overview for Parents



St Paschal Baylon
Catholic Primary School

Following In The Footsteps Of Christ

Welcome to St. Paschal Baylon School

We are a fully inclusive mainstream primary school where every child is valued and respected. We believe that every child is a unique gift from God and should have access to a broad and balanced curriculum that allows them to make progress and achieve their potential. St. Paschal Baylon is a happy, safe and caring community.



The Graduated Approach

When identifying and supporting children with special educational needs, the school follows a graduated approach, as outlined in the SEND Code of Practice 2014, involving children and parents at each step. Class teachers may identify that a child is not making progress or appears to be finding it difficult to access the curriculum. The teachers plan some intervention support programmes for these children and may also adapt their teaching style or the classroom environment to ensure individual children have every opportunity to learn and make progress.

The Graduated Approach

If a child is continuing to find it difficult to make progress, the class teacher may consult with the SENCO as well as with parents and the child about creating an Individual Pupil Profile and Learning Journey. This involves celebrating what the child can do whilst recognising some of the things that are a barrier to the child's learning and then creating individual learning targets for the child. These targets are small but measurable and achievable for the child. The Profile will also explain the intervention and support that will be in place to help the child achieve their targets.



SEND has four broad areas of need...

1

**Cognition and
Learning**

2

**Communication
and Interaction**

3

**Social, Emotional
and Mental
Health**

4

**Physical and/or
Sensory Needs**

1

Cognition and Learning

This includes specific learning difficulties such as: Dyslexia, Developmental Coordination Disorder, Dyscalculia.

It also includes more general learning difficulties such as: Global Developmental Delay and Moderate Learning Difficulties



2

Communication and Interaction

This includes: Social Communication Difficulties (ASD), Speech and Language Difficulties and Expressive and Receptive Language Difficulties



3

Social, Emotional and Mental Health

This can include: Anxiety, Attachment Disorder, Attention Difficulties (ADHD and ADD) and Other diagnosed Mental Health Needs



4

Physical and/or sensory needs

This includes: Visual Impairment, Hearing Impairment, Sensory Processing Disorder and Some Physical Disabilities



Planning, Assessing and Reviewing

Children's individual Pupil Profiles and Learning Journeys are part of the continuous **assess, plan, do** review cycle that forms part of our school's provision. Teachers assess the pupil's learning, plan new targets, carry out teaching and intervention to support children's learning and then review progress. This is done at least termly with parents and children contributing to the review process and the planning of new learning targets.

Support and Intervention

As well as providing quality teaching, our school supports children with a variety of different interventions delivered by fully trained teachers and teaching assistants. Our support is often individual to the child but here are just a few of the interventions that we deliver.

- Socially Speaking / Time to Talk
- Sensory diet activities (following Occupational therapist advice)
- Fine and gross motor physical development programme
- Relaxation and Yoga – calm down strategies
- Nurture Groups
- Basic Skills Maths Intervention
- 1:1 Reading Intervention
- Spelling/Phonics intervention
- Social Stories/ Comic Strip Conversations
- Guided Writing Intervention
- Seedlings Project (play/art/talk therapy delivered by trained counsellor from YPAS/CAMHS)

Support and Intervention

Sometimes the school and parents will decide that a referral to and advice from an Outside Agency may help with supporting a pupil in school. Our school works collaboratively with many professionals including:

- Speech and Language Therapists Educational Psychologist
- Specialist teachers from SENISS (Special Educational Needs Inclusion Support Service)
- Seedlings Service (YPAS/CAMHS therapists)
- Occupational Therapists
- Specialist Autism Teacher



Support and Intervention

Some children may need support from several agencies or services and the school may open an Family Help Assessment in consultation with parents. This is a way of ensuring a collaborative approach where all agencies work together to support the child and family.



Support and Intervention

Some children may require a higher level of support. In these cases the school and parents may apply to the Local Education Authority for an Education, Health and Care Plan (EHCP). This plan is produced in consultation with the child, parents, school and all other relevant professionals involved with supporting the child. It will outline the child's needs and the provision that should be in place to support those needs. This is reviewed annually in school with contributions from the child, parents and all other agencies.



Working with Children, Parents and Carers

The school values and listens to the voice of the child, taking into account their feelings and opinions when their provision is discussed and planned. Parents and Carers are also fully involved throughout their child's learning journey in school. Parents/ Carers are welcome to make an appointment to talk to the class teacher and/or SENCO at any time throughout the school year but will also be invited to:

- Individual Pupil Profile and Learning Journey review and planning meetings at least termly.
- Parent/Teacher consultation sessions (Autumn and Spring Term)
- Parent Workshops (e.g. reading workshop/ Singapore Maths Workshop)
- Meetings with Outside Agencies/ professionals (as and when needed)
- Annual and Interim reviews (for children with an EHCP)
- Family Help TAF reviews (termly) for children with an Family Help Assessment.
- Transition Meetings (Summer Term)S/CAMHS

SEND Budget and Staff Allocation

- The school's SEND budget is reviewed annually and spent according to where there is most need.
- A significant proportion of the budget is spent on staffing to ensure pupils receive support from fully trained staff.
- A further proportion of the budget is spent on resources to support pupils with SEND access the curriculum.
- Some children may require more funding to meet their needs than the school's notional SEND budget can provide. In these cases, the SENCO will make an application to the Local Authority for High Needs Top Up Funding. The application will go to a panel who will assess the application and make a decision if funding is required. They will band the pupil according to their assessed level of need. Parents/ Carers are involved throughout this process and their consent is required for the SENCO to make the application.



Transition

- St. Paschal Baylon School is committed to supporting all children with making effective transitions throughout their educational journey.
- Where children are joining our Reception class, practitioners (and the SENCO if required) make visits to children in their nursery settings.
- Parents are invited to visit the school and to a new parents meeting to meet the key staff. A transition story time event in the Early Years setting takes place in the Summer term before children start school in Autumn.
- Parents are also welcome to make appointments to see the school and talk to the SENCO/Headteacher about their child's needs.



Transition

- Where a child is making an in-year transfer to our school, both the parents and the child are welcome to come and visit our school, meet the staff and talk to the SENCO/Headteacher about any needs or concerns. The school will liaise with previous schools to ensure the transition is as smooth as possible



Transition

- Children are supported through all key transitions including from year group to year group and between Key Stages through:
 - Individual transition meetings when needed
 - Transition day visit to the next class
 - Shared cross year group activities
 - Transition booklets (where needed)



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Transition

Children in Year 6 are supported with their transition onto the next stage of their education through:

- Liaising with Feeder School Pastoral Leads / Year 7 Leads
- SENCO attending SENCO transition forum to share relevant information
- Shared activities with feeder schools (e.g. drama workshop with St Julie's)
- Transition days and visits arranged at new schools
- Lessons and workshops preparing pupils for Year 7 e.g. public transport day.
- Additional transition visits and resources are set up in consultation with new schools and parents/carers for those pupils in need of additional support.



St. Paschal Baylon School

Our school is a happy, safe place where children learn and achieve. All children are welcome and valued at our school and we are constantly reviewing our practice and striving to make our provision the best it can be.

Key Contact: SENCO: Miss L. Kavanagh/ Assistant SENCO: Miss L. Wilson

For an appointment with the SENCO please ring the school on 0151 7220464

