



# St. Paulinus Catholic Primary Academy



"Inspiring all to live, learn and love in the light of Jesus."  
(I am the light of the world; whoever follows me will never walk  
in darkness but will have the light of life." cf John 8:12)

## SEND Information Report 2022–2023

**Policy reviewed by Subject Managers :** Miss C. Douglass, SENDCo  
**Policy updated by :** Miss C. Douglass, SENDCo, October 2022  
**Policy review date :** October 2023

Signed ..... Date .....  
Headteacher

Temple Road, Dewsbury, West Yorkshire, WF13 3QE

*'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.'* Ofsted 2017



# SEND Information Report 2021–2022

## **Mission Statement**

"Inspiring all to live, learn and love in the light of Jesus"

## **Introduction:**

The Governors and Staff of St. Paulinus Primary Academy, Dewsbury commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. As such, we celebrate diversity, promote equality and challenge prejudices. As outlined in the Code of Practice, all staff are committed to providing an inclusive, well balanced education for every child. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision ensures that as far as practicably possible, children are fully integrated into mainstream classes. Every effort is made to ensure they have full and equal access to the National Curriculum and that they are integrated into all aspects of school life including trips and after school activities/ clubs etc.

The SEND Code of Practice makes it very clear that ALL teachers are teachers of pupils with additional needs. They will then work in collaboration with the pupil themselves, their parents and the Special Needs coordinator (SENDCo) to ensure that any pupil requiring different or additional support are identified and provided for as early as possible. This may include short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at St. Paulinus Catholic Primary Academy, please contact us on 01924 488282 or e-mail us at [office@stpaulinus.org](mailto:office@stpaulinus.org)

SEND Coordinator : Miss. Chloe Douglass



## The Kinds of Special Needs for which provision is made at the school

We refer to the term “Special Educational Needs” if a child:

- a) Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. (See SEND Register)
- b) Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

## The difficulty or disability may relate to

- communication and interaction
- cognition and learning
- emotional and social development
- sensory or physical conditions.

**Special Educational Provision** is that which is additional to or different from that which is made generally for most children in school.

**Assessment** is an on-going core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6. If a child is not making the expected progress, this may identify an additional need and lead to further investigation to ensure the required support is provided.

**Adequate progress** is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child’s behaviour allowing them to be receptive to learning.

## Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils’ special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary, specialist expertise should be involved to address any difficulties a child may be experiencing. Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children’s progress is



continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice. Following assessment and staff consultation a child's special needs are identified and the needs are recorded on the SEND Register. An APDR profile (Assess, Plan, Do, Review) is devised in collaboration with the child and their parents. Teachers are supported by the SENDCo and/or specialists from outside school who meet with parents and school staff where necessary.

## Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work/activities for their pupils including planning highly differentiated work to support My Support Plan and Education and Health Care Plan targets
- ensure that support is available for all children through '**quality first**' teaching
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks/activities - monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on IEPs and discuss these with parents and pupils

## Support Staff

- through 'quality first' teaching, support the teachers in enabling all children to have access to the curriculum
- support teachers in enabling children with SEND to have access to an appropriate curriculum, encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare and adapt materials- **they do not plan for the individual, this is the class teachers responsibility**
- lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

## Intervention:

Intervention is carried out by the school and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home



### **Organisation of Support:**

Pupils identified as having SEND are, as far as practicably possible, fully integrated into mainstream classes. Where additional support is required this is planned by teaching staff with support from the SENDCo, to meet the individual needs of the pupils. Teachers' will have input and monitor the work completed during intervention to ensure this is continually effective. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support. Bespoke pastoral and learning support is enhanced by personal 'Nurture Time and Groups' arranged during the day. These help develop self-confidence and self-belief.

### **External Services**

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:

- a child continues not to make adequate progress
- continues working substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing Literacy and Numeracy skills
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services will follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching Staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child Support Staff, including Teaching Assistants, Classroom Support Assistants support SEND pupils according to need.

### **Partnerships/ External Agency Support:**



The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, SENDCOs letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Initially, when a child's special needs are identified, parents are invited into school to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

- ☐ Education Psychologist
- ☐ Early Years SEN Support Service (Portage/Portex)
- ☐ Child and Adult Mental Health Service
- ☐ Speech and Language Therapy
- ☐ Occupational Therapy
- ☐ Physiotherapy
- ☐ Catholic Care
- ☐ Hearing Sensory Support
- ☐ Kirklees Specialist Provision/ Outreach
- ☐ Autism Outreach Unit
- ☐ Pupil Referral Unit

If you would like to know more information about these services contact school on 01924 488282 or e-mail us at [office@stpaulinus.org](mailto:office@stpaulinus.org)

Further information is also available from Kirklees Council's website [www.kirklees.gov.uk](http://www.kirklees.gov.uk)

### **Statutory Assessment:**



EHC Plan (Education, Health Care Plan). When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Kirklees. Kirklees' SEND Local Offer can be obtained from Kirklees Council's website ([www.kirklees.gov.uk](http://www.kirklees.gov.uk)). The school office can also provide further information.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:

- Assess, Plan, Do, Review Profile's for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment attainment and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are paramount. Parents may also make a Request for Statutory Assessment. They will need to contact SENDACT (01484 221000). The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority. Statements / EHC Plans are subject to annual review which will include pupil and parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

**The SENDCo:**

Miss Douglass is the SENDCo. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENDCo will also be responsible for overseeing the maintenance of the Special Needs Register. Being a very large school there is a wide range of expertise available. This is used flexibly to meet the needs of pupils. Whole school, Phase, SLT and / or bespoke individualised training is continuously available from internal and external providers. (See Staff Meeting / INSET log)

**Pupils:**

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all times. Through thorough marking, feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are encouraged to attend their reviews to ensure that the targets developed are aspirational and reflect their personal needs and learning experiences.

**Resources:**

A wide range of materials are provided by the school in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

**Complaints**

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed

**Transition**

Excellent links with our feeder and transfer schools have been established due to our close liaison with these schools. Staff from the schools, which our pupils are transferring to, are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for their transition. Staff from the Secondary Phase also spend time in our school with our school Staff familiarising themselves with individual needs. St. Paulinus Catholic Primary School also participates in the transition arrangements of our Secondary schools.

**The Local Offer:**

Kirklees' SEND Local Offer can be obtained from Kirklees Council's website ([www.kirkleeslocaloffer.org.uk](http://www.kirkleeslocaloffer.org.uk)). The school office can also provide further information.