

The SENDCo / Co Assistant Principal: Inclusion is

Aine Allen

The Year 7 SENDCo is

Helen Loten

If you would like to arrange a meeting to discuss your child's needs, or to have a look around the school, please feel free to contact us.

For further information please consult the following documents on our website or on request from the school:

- **SEND Information Report 2017—18**
- **SEND / Inclusion Policy & Other associated policies**
- **Accessibility Plan**
- **Medical Policy**
- **Local Offer**
- **Student Guide to support**

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ST PAUL'S ACADEMY



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Guide to SEND / Inclusion

for Parents & Carers



2017—2018

How does SEND support work at St. Paul's?

We are a fully inclusive, all ability school.

St. Paul's students are included in **all** lessons. Most additional learning needs are met within the classroom by **Quality First Teaching** and subject specialist teaching assistants (TAs). Students with high needs are usually supported within lessons in small groups. Students are not withdrawn from lessons unless they are receiving specialist interventions e.g. from outside agencies. All staff, including teaching and support staff, are made aware of students' needs and provided with appropriate advice and support strategies from the SEND team.



Students with EHC Plans

If your child has an EHCP, the hours of support set out in this document will mostly be met in the mainstream classroom under the direction of the classroom teacher. Students with more complex needs are supported by the SEND team and specialist staff. All statements of SEN will be converted to EHC Plans by April 2018.

Students on SEND Support - 'K'

These students may be provided with short or long term interventions as advised by specialists. Their progress is monitored by the SEND team and Inclusion Panel.

Speech, Language & Communication including ASD

A very small number of students attend language, social skills or Project Management groups on a weekly basis. Sometimes this is a short term intervention. However in a small number of cases this is ongoing. Staff training on managing students with SCLN in the classroom is regularly updated.

Dyslexia and Literacy needs

These needs are mostly met by subject teachers and support staff in the English classroom and across the curriculum. English, Maths, Science and Humanities lessons are delivered in ability groups with targeted support. A very small number of students with moderate or severe Dyslexia are withdrawn for specialist interventions with minimal disruption to teaching & learning.

Physical Disabilities

Learning needs of students with disabilities are met within the classroom. Students who require specific help with movement, around the school, physiotherapy or intimate care are supported by SEND staff.

Medical Needs

If your child has medical needs, their details will be added to a Medical List and regularly updated and shared with all staff. If your child has needs which require a Care Plan, this will be overseen by the school nurse who is on site once a week.

Emotional Needs

All staff are responsible for the emotional needs of the students in our care. We also have 5 learning mentors and a counsellor, who may offer short or longer term support. Students can be referred by anyone to the mentor team or they are welcome to self refer at any point. All students take part in positive mental health workshops.

Outside agencies and Services— we work with the following services and voluntary agencies

- Educational Psychologist Services EPS
- SaLT (Speech and Language Therapy)
- OT (Occupational Therapy), Physiotherapy & MOVE
- Greenwich Sensory Services : Hearing Impaired / Visually Impaired
- ASD Outreach
- Children's Services
- CAMHS including Family Support within school
- Greenwich Local Authority
- MENCAP
- SENDIASS (Parent partnership)
- Voluntary Groups e.g XLP Youth Workers / Citizens UK

