



Annual

SEND Information Report

For Parents and Carers

2017 – 18



Special Educational Needs
& Disabilities



Welcome to St. Paul's Academy annual SEND Information Report for parents and carers. This is a comprehensive guide to the broad range of support we provide for students with Special Educational Needs and/or Disabilities (SEND) at St. Paul's Academy. This report is updated annually to reflect the changing policies and practices required by the Code of Practice for SEND, which came into being in July 2014 and was updated again in April 2015.

This report is essentially a guide for parents or carers and should help to make the process of choosing the most appropriate secondary school for your child smooth and straightforward. This report works alongside our **SEND & Inclusion Policies and Accessibility plan**. Please see our website for further information where you will also find a **Student Support Guide**.

Inclusive Ethos

***'Every teacher is a teacher of every pupil.'* DfE letter to teachers - 2014**

St. Paul's Academy is a fully inclusive Catholic Academy which welcomes all students regardless of their level of need, ability or disability, ethnicity, sexual orientation and socio-economic background. ***We expect all students who come to the academy to achieve their potential and to have their achievements recognised and valued.***



Not all secondary schools are the same ***Please read this report carefully as*** every school manages their support in different ways. We are not a specialist provision and, whilst we will always use our best endeavours to meet the needs of all students, we are a busy mainstream secondary school (1200 students) with limits as to what we may be able to provide for your child. There may be other specialist settings within

Greenwich which may be more appropriate and, along with the support of the Greenwich local authority, we will make sure that we advise you as needed

Contact us

We hope that the questions on page 3 onwards will answer any questions you may have about SEND provision. Please feel free to contact us for further information.

The following people will be able to meet with you or point you in the right direction

- **Patrick Winston - Executive Principal 0208 311 3868 ext 106**
patrick.winston@stpauls.greenwich.sch.uk
- **Siobhan Malone – Head of School 0208 311 3868 ext 108**
Siobhan.malone@stpauls.greenwich.sch.uk
- **Áine Allen –Assistant Principal: Inclusion/SENDCo 020 8311 3868 ext 135**
aine.allen@stpauls.greenwich.sch.uk
- **Adrian Bond – Assistant SENDCo 020 8311 3868 ext 136**
adrian.bond@stpauls.greenwich.sch.uk
- **Helen Loten – Year 7 SENDCo 0208 311 3868 ext 137**
Helen.loten@stpauls.greenwich.sch.uk

1. How do I know if my child has Special Educational Needs?

If you think that your child may have an additional need that has not yet been identified by school, it is advisable to talk this through with one of us in the first instance. We can meet to discuss further assessment or appropriate referrals. You can do this by contacting **Adrian Bond or Helen Loten** (see details above). If we are not available we will call you back as soon as we can and arrange a meeting with you.

What should I look out for?

There are many reasons why our students may not be able to learn at the same pace as their peers. We may need to work together with you and your child’s teachers to work out what your child’s **‘barrier to learning’** might be.

Different Types of Need

Special Educational Needs are categorised into four different areas of need. Your child’s need (s) might be in one, two or more of these categories.

The table below describes the range of needs and the different kinds of support your child might get.

Type of Need	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory and/or Physical Needs
Description of need 	This is when a student learns at a slower or different pace to others	This is when a student has a difficulty understanding or using language and/or communicating appropriately with others	This is when the barrier to learning is a social, emotional or mental health difficulty which can sometimes lead to personality changes, anger, withdrawal, confrontational or challenging behaviour	This is when a student has a disability or impairment that impacts on their daily lives and requires special provision to be made.
What it might be? e.g. diagnosis 	Low ability levels / low reading or comprehension age / SpLD - Dyslexia / Dyspraxia	Receptive and/or expressive language disorders / ADD or ADHD / ASD / ODD or other social communication disorders	Mental health episode short or long term / anxiety / depression / anger / conduct disorder / bereavement / emotional issues	Physical Disability e.g. Cerebral Palsy, hearing or visual impairment, multi sensory impairment / Complex medical condition (s)
What school might do to support? 	All students – Wave 1 differentiated & personalised curriculum- Quality First teaching	All students – Wave 1 differentiated & personalised curriculum Quality First teaching. After school enrichment activities	All students – Wave 1 differentiated & personalised curriculum Quality First Teaching, pastoral care, learning mentors / mental health workshops and	All students – Wave 1 differentiated & personalised curriculum Quality First teaching with accessible classrooms / building

	Classroom Observations / support sent to parents / teacher feedback	Observations of teachers, specialists, TAs /TAC meetings		External Agency assessments / Observations of teachers and TAs
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2. How do teaching staff know if my child needs help with learning?

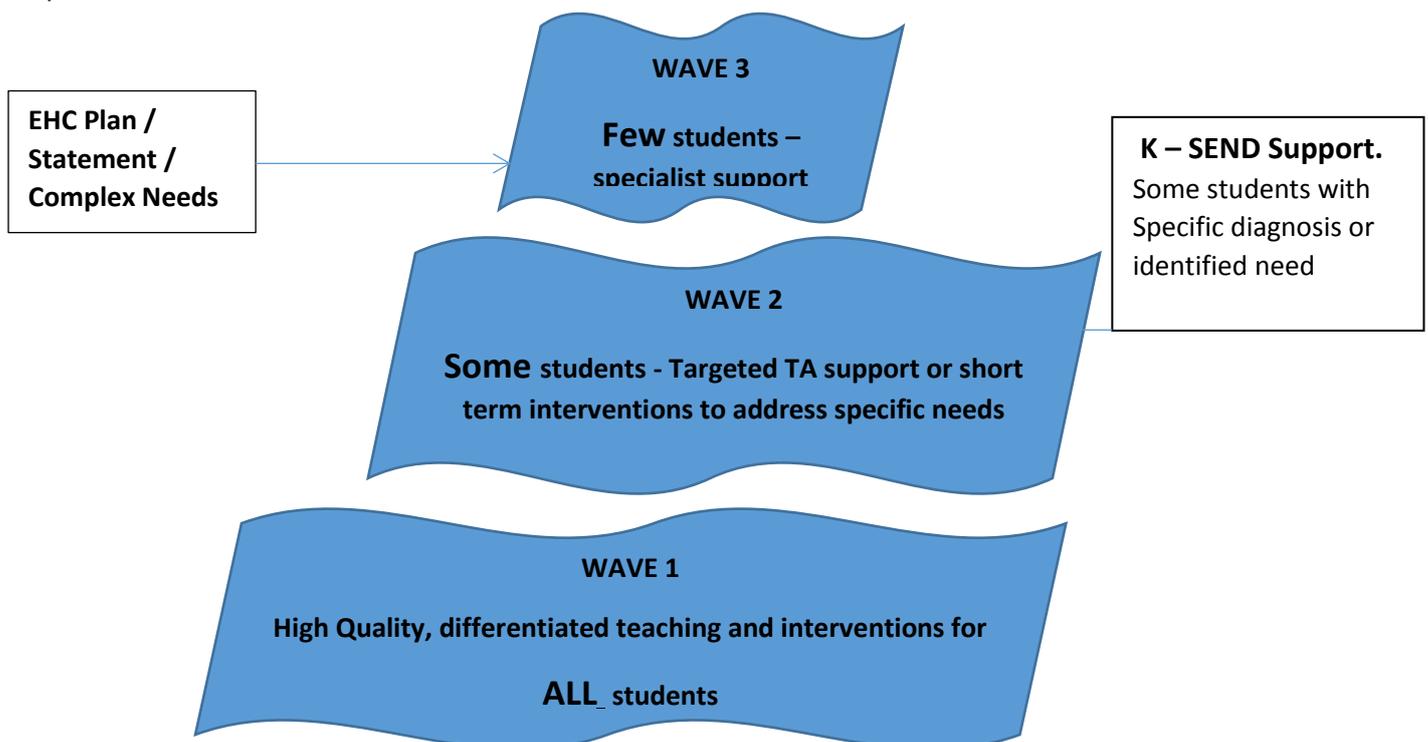
Every student at St. Paul’s is entitled to **quality first (differentiated) teaching - WAVE 1 provision**. This is the **first step to meeting the needs of all students**, including those with Special Educational Needs and/or Disabilities (SEND). All staff will have been informed of students’ needs and will have been given a **brief profile** of your child as a learner (information gathered from primary school, assessments, observations, professionals’ reports) and list of specific teaching strategies through the student’s **Individual Provision Map**. This is coordinated by the SEND Team and updated on a half termly basis. Teachers and support staff then use these strategies in addition to their own resources and expertise.

Despite **quality first, differentiated teaching**, some students do not make **expected progress**. The subject teacher will contact the SEND team or refer your child to the **Inclusion Panel** to discuss additional help and strategies that they might try. This is **WAVE 2 provision** and can be short or long term. Additional support may be more specialist support in the classroom or a short or long term intervention.

Students with high needs or complex needs are usually supported through **WAVE 3 Provision**. These are ongoing interventions carried out by specialist TAs or bought in professionals.

3. How does SEND Support Work? What does ‘Waves of Provision’ mean?

We describe the different degrees of support as **Waves** ranging from targeted classroom support to highly specialised at Wave 3. **See illustration below.**



The type of support your child receives is usually decided by the SEND team in consultation with teachers and support staff and parents. **For Year 7 students, decisions about intervention are based on our own baseline assessments as well as information received from primary schools about your child's learning.** The SEND team meet regularly and are responsible for deploying support (Wave 3 & some Wave 2 support & interventions) and monitoring support already in place. New concerns are either referred directly to **the SENDCo, the Lead Learning mentor** (social and emotional needs) or to the **Inclusion Panel** where a team of staff meet and discuss needs and interventions.

The Inclusion Panel is attended by the Principal, Vice Principal, Head of Inclusion, Raising Standards leaders (Head of Year), learning Mentor, SEND Team, Inclusion Officer, Attendance Officer, School Police Officer and other key staff involved in supporting your child.

We use the following model when deciding to allocate support or investigate a student's need

- **ASSESS** – identifying and assessing a student's need
- **PLAN** - getting together with appropriate people to plan an intervention
- **DO** – Put the intervention and or provision in place
- **REVIEW** – Review the progress and support



Key staff will agree on an intervention, if appropriate. Hopefully the intervention will address the **barrier to learning** and the student can continue without support. However, we may need to reassess or try a different intervention and so the cycle may continue again.

4. What happens if my child needs specialist help?

If a student continues to make **less than expected progress** despite, high quality teaching, support and interventions, we will consider involving specialists or external agencies. We will always seek consent from parents & carers before we embark on this process. Once consent is agreed, we can proceed with an assessment and follow up meeting where you will be part of the decision making process.

See below for the range of specialists and outside agencies that we regularly work with

STEPS	Educational Psychology Service	ASD Outreach Service	Sensory Services HI & VI
	Speech & Language Therapy	Occupational Therapy	Music Therapy Physiotherapy
MOVE Programme	Careers Advisory Service	School Nurse	CAMHS (Headscape)
Greenwich SEND team	Children's Services	SENDIASS (formerly Parent Partnership)	
	Community Paediatrics	Children with Disabilities Team	CENMAC
Other Groups			
XLP youth workers	Citizens UK	MENCAP	PIPS (Mental Health Awareness)
Greenwich Toy Library	TITAN	Amy Winehouse Foundation	

We usually take the lead on the referral process and guide you through parental contributions if you would like further support.

Behaviour Support

Your child's behaviour is very closely monitored by the pastoral teams via our online support system 'Behaviour Watch'. If your child's behaviour becomes a cause for concern. We will invite you in for a meeting at the earliest possible stage. Please see parent information sheets on our website. This describes the processes that your child will become involved with should behaviour become an ongoing cause for concern. **(Working with St. Paul's Academy to Support Your Child)**

5. How do I know if my child is making progress?

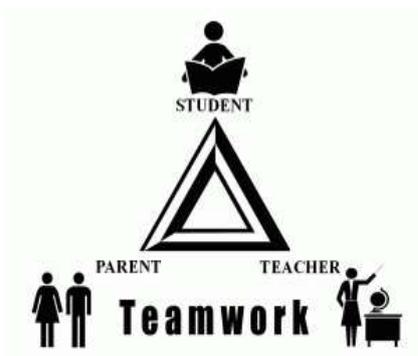
At St. Paul's Academy we have rigorous assessment procedures to ensure that we are keeping track of student progress. All teachers are responsible and accountable for the progress and development of all students in their teaching groups including where students access support from SEND Teaching assistants or specialist staff. In addition to the standard 3 reports per year, parents and carers of students who receive interventions will receive written feedback.

Students with EHC plans have additional meetings and support.



6. How do you ensure that parents and carers of children with SEND are involved in the education of their child?

Throughout the whole process of putting **SEND support** in place, we aim to **involve and inform parents & carers as much as possible**, both informally by telephone or formally by meetings, emails, referrals and specialist reports. In the first month of Year 7, you will be invited to an SEND Information evening which explains all our processes but also gives you an opportunity to meet key staff and ask questions about support. All of our contact with you helps us to identify the responsibility that all of us have: the parents, students and the school towards ensuring the **best outcomes** for your child. We always hope that our discussions with you will strengthen the impact of school support by increasing **parental engagement**.



The level of contact with families of students with SEND really depends on the level of need, with some families requiring daily contact and others as and when the need arises. If we are making an onwards referral to a specialist, you will be invited to the school to contribute to this process. You will also receive specialist reports with recommendations.

If your child receives additional support in school, you will be sent a copy of their **individual provision map**. If your child receives a specific intervention from the SEND team, you will be sent an Intervention report with feedback towards the end of the year.

When the support is not working, you will be invited to meetings to discuss further ways we can support your child.

You are welcome at any time to contact a member of the SEND team and request a meeting. We value your input.

Parent Support & Workshops

Throughout the year, we host coffee mornings and support workshops for parents. As described above, there is always a welcome workshop in September for parents of new year 7 Students. In 2016 – 17 we hosted SaLT/ASD Workshops, Dyslexia Coffee Mornings and a SaLT/ CAMHS Coffee Morning. These were well attended and parents found them useful. We also ran 2 10 week NVR parenting courses which were well received.

For the next academic year we have planned another Dyslexia Workshop for the academic year 2016 – 17 and additional Social Communication coffee mornings. We would ask that you make every effort to attend these.

Further Parenting (NVR) courses have been planned to begin in September.

Details of these dates will be sent via parentmail.

Parent Feedback

Results from a recent survey, 100% of parents who responded agreed that the SEND provision at the school is good or better. 92% of parents said that their child was happy at the school and 85% agreed that the school had a good understanding of their child's needs and that they were happy with the support that their child receives.

While these results are pleasing, we would like to have 100% positive feedback. We are always looking for ways to improve what we do.

7. How do you involve students in their own support decisions?

At St. Paul's Academy, students have a strong voice and are always included in discussions about their needs, targets and progress. Students with Statements or EHC plan attend their annual reviews. They are welcome to stay for the whole meeting but most choose to join for a short while. For students who have difficulties with communication, we use talking mats or PECS. Some students with SEND have key workers who monitor them daily and are their 'go to' person when they need help. Key workers frequently attend meetings with their students. Our students are always welcome in the Inclusion Office or 'the Ark' where the learning mentors are based, where there is always a member of staff available. We pride ourselves on our positive relationships with our students.



8. How much training do staff receive on supporting students with SEND?

At St. Paul's Academy, we are committed to providing the best for your children. All staff are trained on our school support and referral systems when they start at St. Paul's Academy. All staff also have access to a bank of strategies to use in the classroom. Each student with identified SEND has an Individual Provision Map with personal strategies for teaching and support staff to refer to. Teachers and teaching assistants work closely together to ensure that all students have access to quality first teaching.

The SEND department also run half termly workshops for all staff. These workshops focus on the four main categories of need and staff are given the opportunity to work on case studies to improve their practice.

Specialist Expertise and training

Many of our students have needs which require specialist training.

- We have a rolling programme of training offered by the following specialists: ASD Outreach, Speech & Language Therapists, specialist Dyslexia teacher.
- Staff training is always evolving to meet the changing needs of our students.

Equipment

Specialist equipment is either purchased by the school or supplied by Greenwich Sensory Services or Occupational Therapy teams. All provision and use of specialist equipment is coordinated by the SEND team.



9. What help does the school offer with transition?

We aim to make the transition from primary to our school as smooth as possible. We do this by:

- Making contact with feeder primary school as early as possible. We've got good contacts with our main feeder schools who encourage parents to visit as early as Y5. We support several primary schools through our Sports Specialism, ie. PE staff outreach work with primary schools
- Pastoral team and mentors visit all schools and meet with students in the summer term of year 6.
- SEND team attend Y6 annual reviews
- Induction Evening for parents and carers
- Attending the SENCo transition day to identify students who may need support
- SEND Transition Programme - SEND team liaise with primary SENCos to organise series of visits to the school for SEND/Vulnerable groups
- SEND team organise visits with students identified by ASD Outreach
- Student Guide to Inclusion at St. Paul's Academy – available on school website

- Inviting all students to attend the Summer School
- Inviting identified students to the Stepping Up transition programme
- Early assessment e.g. MIDYIS tests on Induction day



Transition from KS4 – KS5

- All Students transferring from Key Stage 4 to Key Stage 5 are offered individual Careers Advice
- SEND students and those identified with needing additional advice receive specialist support as needed. Referrals are made by SEND team
- All Y10 students attend taster days at our feeder sixth form
- Some students are offered support with transition visits
- SEND team send on files and key support information

10. What role does the governing body have in ensuring that the needs of my child will be met at your school ?

The governing body of St. Paul’s Academy has a duty to ensure that the school adheres to the **SEND Code of Practice** under the Children and Families Act 2014. This means that the school governors hold the Principal and the SEND Department to account.

The governing body has appointed a governor who is specifically responsible for Inclusion/SEND. Our Inclusion /SEND governor is Melanie Fontinelle. Her role is to monitor and ensure that we carry out our duties appropriately. The governors are also responsible for ensuring that the school have a regularly updated Safeguarding policy in place. Mel visits the school and meets with key members of staff who update her on current practice.

Also a key responsibility of the board of governors is to make sure that the school’s policy for Inclusion and SEND is on the school website and that it is updated annually. All information regarding support and the changing numbers of students accessing support is reviewed annually and fed back to the governors via the annual SEND Report to Governors.

11. If I have a complaint about the school or an aspect of my child’s SEND provision which I don’t agree with, who should I go to and how will they deal with my complaint?

Ideally the SEND team will be your first port of call. The SEND team will try to work closely with you, listen to your worries and try to solve the problem with you. If you are not entirely happy with that, you should contact the principal.

You are also very welcome to contact us with positive comments or suggest ways that we can improve our practice!

12. How can I find further information about SEND Support at your school and around Greenwich?



You will find lots of information on our school website including policies related to SEND and Inclusion

<http://www.stpaulsacademy.org.uk/search/node/academy%20policies>

They include

- **SEND & Inclusion Policy**
- **Accessibility Plan**
- **Personal & Intimate Care Policy**
- **Moving & Handling Policy**
- **Medical Policy**
- **Safe guarding Policy**
- **The school's contribution to the SEND Local Offer**

You will find these by searching for **Academy Policies**.

You will also find **guides for Parents & Carers** as well as a **Student Support Guide** in the **Inclusion Area**

<http://www.stpaulsacademy.org.uk/learning-zones/inclusion>

Support for Parents and Carers within Greenwich

In addition to school staff, there are various agencies in Greenwich who are able to support families, for example

- Greenwich Parent Voice
- Greenwich Mencap Independent Supporters
- SENDIASS – formerly parent partnership
- ASD Outreach Services

You will find information on all of these on the Greenwich Website

http://www.royalgreenwich.gov.uk/info/200071/parental_support/677/support_services_for_children_and_young_people_with_disabilities

Thank you for taking the time to read this report.

Aine Allen

**Assistant Principal: Inclusion/SEND @ St. Paul's Academy
July 2017**

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SEN / Inclusion CODES

CODE	MEANING
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AN	Additional Needs
ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional & Social Difficulties (Now SEMH)
CP	Child Protection
CoP	Code of Practice (SEND)
EAL	English as Additional language
EHA	Early Help Assessment
EHCP	Education & Health Care Plan (formerly statement of SEN)
FAP	Fair Access Panel
FSA	Full Statutory Assessment
GD	Global Delay
HI	Hearing Impairment
IEP	Individual Education Plan
LA	Local Authority
LAC	Looked After Child
LM	Learning Mentor Input
MLD	Moderate learning Difficulties (Global Delay)
OT	Occupational Therapy
PEP	Personal Education plan (for LAC)
PIPS	Public Initiative for the Prevention of Suicide
PSP	Pastoral Support Plan
P Scales / P Levels	Optional indicators for recording achievements of students with learning difficulties (working below national curriculum Level 1)
SALT	Speech & Language Therapy
SEMH	Social, Emotional & Mental Health
SLCN	Speech, Language and Communication Needs
SPLD	Specific Learning Difficulty ie. dyslexia
TAC	Team Around the Child
VI	Visual Impairment