

Local Offer @ St. Paul's Academy for Children and Young People with Special Educational Needs and/or Disabilities

Type of School	
No Specialist provision on site	N/A

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need(s) and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?</p> <p>And how can I talk to them about my child if I need to?</p>	<p>Class / subject Teacher</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SEND Department as necessary. • Following guidance from SEND colleagues, ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Following guidance from SEND colleagues, ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve

	<p>Assistant Principal for Inclusion / SENDCo</p> <p>Ms Áine Allen</p> <p>Assistant SENDCos</p> <p>Helen Loten Adrian Bond</p>	<p>the use of additional adults, outside specialist help and specially planned work and resources.</p> <ul style="list-style-type: none"> • Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for students with special educational needs (SEN) and or disabilities, and developing the school’s SEND Policy to make sure all students get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child’s learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child’s learning e.g. The Speech and Language Therapy Service, The Educational Psychologist, Physiotherapists etc. • Updating the school’s Additional Needs List, (a system for ensuring all the special educational, physical, medical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child’s progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school e.g. workshops and support sessions from other services who visit the school.
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B. HOW COULD MY CHILD GET HELP IN SCHOOL?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

	Types of support provided –also showing the stage of the Code of Practice children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
	<p>Class teacher input via good/outstanding classroom teaching.</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SEND Department or staff from outside agencies) to enable your child to access the learning task. 	<p>All students in school receive this.</p>
	<p>Specific small group work / group support. This group may be</p>	<ul style="list-style-type: none"> • Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gap in their 	<p>Any student who has specific gaps in their</p>

	<ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or (most often) a Teaching Assistant who has had training to run these groups. • These are often called Intervention groups by schools and are often organised on a short term basis 	<p>understanding/learning and needs some extra support to close the gap between your child and their peers.</p> <ul style="list-style-type: none"> • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Teaching Assistant /teacher (or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher’s plans, or a recommended programme. 	<p>understanding of a subject/area of learning.</p>
	<p><i>Specialist</i> groups run by outside agencies e.g. Speech and Language therapy OR Occupational Therapy groups</p> <p>AND/OR Individual or small group support – usually for students with a diagnosis</p> <p>This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central 	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular 	<p>Students with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

	<p>services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)</p> <ul style="list-style-type: none"> • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>needs better.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise • Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit • A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>Specified Individual support for your child of more than 20 hours in school.</p> <p><i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).</i> This means</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: www.royalgreenwich.gov.uk • After the school have sent in the request to the Local Authority (with a lot of information 	<p>Students whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20 hours of support in school

your child will have been identified by the school / Head of Additional Needs as needing a **particularly high level of individual and small group support (more than 20 hours a week)**, which cannot be provided from the resources already delegated to the school.

Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS

about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus.

- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Statement or EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

		<ul style="list-style-type: none"> • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
<p>How will we support your child with identified special needs when starting school?</p>	<ul style="list-style-type: none"> • We will first invite you, if necessary, to visit the school with your child to have a look around and speak to staff. • If other professionals are involved, a member of staff will attend any important meetings, such as Team Around the Child (TAC) meeting or Annual Review to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. • We may offer additional support with transition e.g. additional visits in Yr 6 to help your child with the transfer process, additional adult support in the early days 		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head of Year or the Head of Additional Needs or Headteacher. • If you are still not happy you can speak to the school SEN Governor. 		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Head of Additional Needs. • We also have regular meetings between subject teachers and the Head of Progress & Intervention to ensure all students are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you, if necessary. • If your child is still not making expected progress the school will discuss with you: <ul style="list-style-type: none"> ○ any concerns you may have 		

	<ul style="list-style-type: none"> ○ any further interventions or referrals to outside professionals to support your child’s learning ○ how school and home can work together, to support your child..
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Greenwich LA, includes money for supporting children with SEND. • The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. • The Headteacher, senior staff and the Head of Additional Needs discuss all the information they have about SEN in the school, including: <ul style="list-style-type: none"> ○ the students getting extra support already ○ the students needing extra support ○ the students who have been identified as not making as much progress as would be expected. <p>They then decide what resources/training and support is needed.</p> • All resources/training and support are reviewed regularly and changes made as needed.

<p>Who are the other people providing services to children with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Subject Specialist Teaching Assistants • Learning Mentors • Counselling • Careers Advisor • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school • CAMHS – Family Therapist
	<p>B. Paid for centrally by the Local Authority</p>	<ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service (core service)

	C. but delivered in school	<ul style="list-style-type: none"> • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Professional training for school staff to deliver medical interventions • Parent Partnership Service (to support families through the SEN processes and procedures).
	D. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<ul style="list-style-type: none"> • School Nurse • Children and Adolescents Mental Health Team (CAMHS) • Occupational Therapy • Physiotherapy • MEND
	E. Voluntary agencies	<ul style="list-style-type: none"> • National Autistic Society • MENCAP • XLP • Rosebud Group
<p>How are the adults in school helped to work with children with a SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The Head of Additional Needs' job is to support subject teachers in planning for children with SEND. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia. • Whole staff sessions and regular communication to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for students with a SEND. i.e. through individual provision maps 	

	<ul style="list-style-type: none"> • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans. <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Head of Additional Needs.</p>
<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<ul style="list-style-type: none"> • Subject Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to what is on offer.
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> • Your child’s progress is continually monitored by his/her subject teacher. • His/her academic progress is reviewed regularly as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. From September 2014, a school based system will be introduced to replace National Curriculum levels. You will be informed of this by letter. • If your child is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called ‘P levels’. • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education. • The Head of Additional Needs will also check that your child is making good progress within any

	<p>individual work and in any group that they take part in.</p> <ul style="list-style-type: none">• A range of ways will be used to keep you informed, which may include:<ul style="list-style-type: none">○ School planner○ Letters/emails/ updates certificates sent home○ Additional meetings as required / requested○ Reports
<p>What support do we have for you as a parent of child with an SEN/and or disabilities?</p>	<ul style="list-style-type: none">• We would like you to talk to your child’s teachers so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.• The Head of Additional Needs is available to meet with you to discuss your child’s progress or any concerns/worries you may have.• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Head of Additional Needs may also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.• Homework will be adjusted as needed to your child’s individual needs. <p>In addition:</p> <p>If you child is undergoing statutory assessment you will also be supported by the Children’s Services SEN Team. They will ensure that you fully understand the process.</p>

<p>How have we made this school physically accessible to children with SEND?</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical disability via ramps and lifts. • Classrooms are suitable for students with a Hearing Impairment • We ensure that equipment used is accessible to all children regardless of their needs. • The school has two hygiene suites
<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school’s SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • When moving classes / teaching groups in school: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. ○ If your child would be helped by a book to support them understand moving on then it will be made for them if suitable. • For New Year 7 students <ul style="list-style-type: none"> ○ The Head of Additional Needs will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their primary school, and the specialist session for students with an ASD, as appropriate. ○ Where possible your child will be offered additional visits and/or specific support with transition and our staff will visit your child in his/her primary school. • For Year 11 transfer to post 16 provision <ul style="list-style-type: none"> ○ The Head of Additional Needs will contact colleagues from post 16 providers, when the destinations is known, to provide information and discuss the needs of students. This

- may be in writing or individual meetings
- As necessary, a member of staff will coordinate support with college applications, transition visits and liaise with colleagues from other agencies e.g. ASD Outreach.
 - Records will be passed on as soon as possible

GLOSSARY OF TERMS

S	Statement stage of the SEN Code of Practice
SA	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder