St Paul's and All Hallows'

Local Offer

Name of the school: St Paul's and All Hallows' Schools

Our Vision and how we hope to achieve it: 'Learning to love, loving to learn'.
Our school intention is to help each child realise his/her maximum potential through:

- Demonstrating our school values Wisdom, Forgiveness, Perseverance, Compassion, Friendship and Courage
- Creating a happy, positive Christian school environment where all our pupils feel valued.
- Providing an atmosphere where children will learn to respect and be considerate of the rights, freedom and property of others.

Type of school we are:

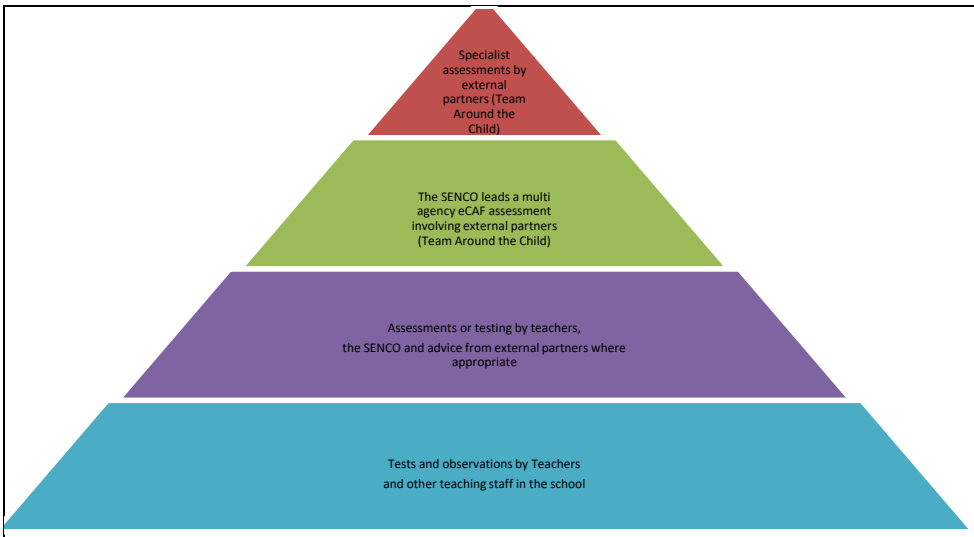
St Paul's and All Hallows' is an Infant school and Junior school. Both became Academies in January 2013. The school works with children from 3 – 11 years of age.

Our Ofsted rating:
Our Ofsted rating is good across the Infant and the Junior Schools.

SIAMS inspection
Infant School – Outstanding
Junior School – Good

How we know if a child has special educational needs?

We use a range of different assessment tools and systems to help identify and assess pupils with SEND. These assessments gradually draw upon more frequent reviews and more specialist expertise to understand SEND and match interventions to the individual needs of pupils. They are summarised in the diagram below:



When considering if a child needs additional support we consider:

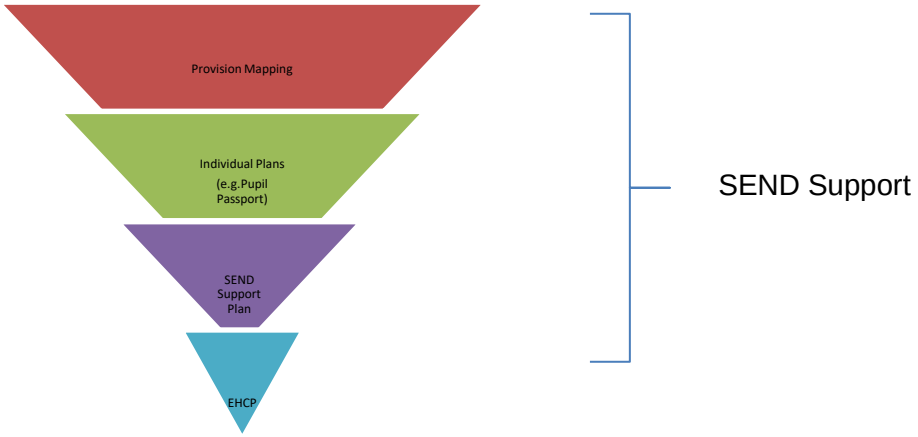
- The pupil's previous progress and attainment
- The teacher's assessment and experience of the pupil
- The pupil's development in comparison to their peers and national data
- Pupil behaviour
- The views and experience of parents
- The pupil's own views
- Information obtained from Review meetings with parent/teacher/child
- Transition meetings held Y2-Y3 and Y6- Y7
- Information from previous settings
- Advice from external support services, where appropriate

Further information is set out in our SEND Policy.

What should parents do if they feel their child has Special Educational Needs?
Parents are welcome to discuss their child's needs with the school.

What we do to help children with Special Educational Needs?

If a pupil is identified (through the assessment process above) as having Special Educational Needs their teacher and Inclusion Manager will consider all the information about the pupil to determine the level of support they require. A decision will be made as to whether support can be provided by adapting our core offer or through the use of external professionals.
We will work closely with pupils and their families to plan our next steps. This usually includes writing a plan of action using one of the planning tools we have available to use. The tools we use are summarised below.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

Pupil Profile: Our new format is in the child's voice and provides key information about the child; strengths, what is important to them and how they feel we can support them.

Individual Education Plan (Support Plan): A document containing information about the child and a plan listing termly targets and provision to meet the individual needs.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care Assessment. The process for requesting an EHCP assessment in Haringey can be found on the Council's website. www.haringey.gov.uk. Click on Children and Families tab which will take you to the Children with Special Educational Needs and Disability – Local Offer. As a parent, you can also request access to further support by emailing Haringey on sen@haringey.gov.uk

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan an inclusive provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care need they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

Depending on the need, specific interventions are put in place to support the child's development.

- Children working on an Education Health Care Plan (EHCP) have personalised plans which are created by liaising with the parent and the class teacher to support the child's needs.
- The needs for all children are met through an inclusive practice within the classroom
- Interventions and provision are tracked half termly to see the impact.
  It also gives the school the opportunity to assess what other interventions may need to be implemented. These interventions are specific to need.
- Specific interventions with high level teaching assistants for SCLN and literacy (infants and juniors)
- Teacher led language and literacy support in small groups (infants)
- Regular meetings with parents for children with an EHCP or Special Need to discuss progress and plan next steps.

How we adapt our teaching for children with Special Educational Needs

We are committed to meeting the needs of all pupils including those with SEND. As a school we work closely with families and carers to identify the individual needs of children before they start with us. We discuss with families what we can do to adapt the curriculum and/or the building if necessary, and organise additional resources and support to ensure the child's transition into our school is as smooth as possible.

Teachers will be supported by the Inclusion Manager to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example; we might need to:

- Provide visual resources to support learning
- Rearrange the layout of the classroom
- Create a quiet area in the school
- Buy specialist equipment/resources

In considering what adaptations we need to make the Inclusion Manager will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: http://www.legislation.gov.uk/ukpga/2010/15/contents

The school organises the additional support for learning into 3 different levels (also called waves).

Quality First Teaching (Universal): describes quality inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Targeted: describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Interventions are often targeted at a group of pupils with similar needs.

Specialist: describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

The provision available at each level is summarised in our provision map.

We provide additional support for pupils with SEND to be able to access assessments, including SATs tests, when needed. (This includes extra time, prompting, readers for Mathematic and Writing tests, scribes, enlarged print for the visually impaired etc.)

We are able to support the administration of medication if it is recommended by health professionals.

How we check that a child is making progress and how we keep parents informed.

We work hard to maintain good home/school links with parents and carers. School newsletters are sent home half termly and the school website is updated weekly with general information and activities for all children to complete.
We have Parent/Carers evening three times a year and termly reports are sent home that provide an update on progress.
For children with SEND we have termly review meetings with parents, class teacher and the Inclusion Manager to discuss progress and plan targets.

All data is rigorously monitored half termly this is done through:

- Regular assessments
- Informal chats with the class teacher and the child
- Teaching and Learning Responsibility post holders renewing their subject data on individual pupils/classes

Support we offer for children/parents health and general wellbeing

Haringey Guided Emotional and Mental Health Support (GEMHS) - Supporting the emotional wellbeing of children, young people and parents by:

- Whole class/group/1:1 sessions run by wellbeing workers, mental health professionals and other partners to support emotional well-being, relationship building
- Raising the profile of mental health

- Offering parent drop in sessions
- Offering a service to talk and get further support if needed.

Inclusion Manager - Supporting vulnerable families with:

- Parental workshops (also run by class teachers and Senior Leadership team)
- Signposting parents to support groups
- Immigration, Housing issues etc.
- Family liaison

BASE (Body and Soul Education) - Identified support for pupils who need help with:

- Emotional regulation and Self-Awareness
- Physical and Emotional needs
- Relationships and Communication
- Social thinking and Solving problems
- Identity, Values and Belonging
- Decision Making and Personal Growth
- Digital Wellbeing
- Managing Change and Support Networks
- Parent support/workshops – online safety, behaviour management, routines/boundaries

Medical support -Supporting pupils who have specific medical needs:

- Individual Care plan
- Inhalers for Asthma
- Epi-Pens for nut allergies

Stay on green -School behaviour policy

- All support is given during the school day and not outside of school hours

Specialist external services we use when we think extra help is needed

Specialist support available to our school:

- Speech and language Therapist
- Language and Autism Team
- Educational Psychologist
- Occupational Therapist
- School Nurse

The training our staff have had or are getting

- Adaptive Teaching
- Jigsaw - PSHE
- Speech and language training

- Child protection training
- Prevent
- FGM
- Autism training
- Zones of Regulation
- As part of the LAT we have a skilled work force which we can draw upon for advice and support
- **Training is ongoing and is targeted to the needs of the pupils in our school**

How we include children in activities and school trips

- All children are included in school trips
- Risk assessments are taken before that children attend the trip. We may ask parents to attend on occasion.

Our school environment

Our school environment is accessible to people with all needs:

- The building is wheelchair accessible
- Disabled toilet
- Support for the visually impaired
- Visual material
- Technology to support the school and children's needs.

How we prepare for children joining our school and leaving our school

Early Year Foundation Stage/Key Stage One

To support the transition pupils moving from Nursery to Reception and Reception to Ks1 meetings are held in the summer term to introduce parents.

- Pupils and parents meet the teacher before September
- Booklet for parents

Transition from Year 2 to 3

To support pupils with their transition from year 2 to year 3 they will experience:

- An initial visit to the juniors
- Meet the teacher session
- A booklet is created to support those pupils with SEND to help them understand the move

Secondary Transfer

To support our pupils who are moving onto secondary school we provide:

- A year 5 summer term transition meeting explaining to parents the steps they will need to take in year 6 when beginning the secondary transfer process.
- A follow up transition meeting in September for year 6 parents going through the Secondary School selection process and the E – transition form

- Support workshops for parents without internet access who want support completing the E-transition form
- Liaising with Secondary Schools to support transition for SEND and vulnerable pupils
- SEND pupil booklet for transfer to Secondary School.
- Secondary School transfer units for children.
- Secondary school transition preparation groups for year 6 pupils with an EHCP.

How parents are involved in school life

Parents are involved in school life by joining in with:

- Review meetings
- Parental consultations
- Homework clubs
- Assemblies
- PTAs
- Classroom volunteering

Who to contact for more information or to discuss a concern

The following people are available to discuss your concerns:

- Christalla Jamil - Executive Head Teacher
- Andries du Toit - Head of School
- Kelly Thompson - Assistant Head Teacher/DSL/SENCo
- Class teachers

Review: Sept 26