



Governors SEND Report September 2017

School Information

From 91 on role we have **24** pupils on our SEN register. Of these, **1** has a statement of SEN, shortly to be converted to an EHCP.

The area of need is as follows:-

9 have a specific learning difficulty (e.g. Dyslexia), **12** have emotional, social /mental health needs (including ASD and ADHD), **1** has communication/language needs, **1** has sensory and or physical needs and **1** has EFL. **10** pupils are at **SEND Early Help**.

Identifying pupils with SEN

We implement a graduated approach using 'assess-plan-do'. 'We' (school, the child and parents/carers) identify children with barriers to their learning; identify the specific area of need, then devise the most appropriate approach to support and aid learning. We then assess the impact of the support given and adjust accordingly. We write targets; together with the child and parents/carers, so that the children can take an active role in their own target setting - assessing how well they've achieved targets and their next steps. If targets are met early they can be reset as necessary without waiting for the normal assessment of IEPs at each half term.

(The objective behind IEPs is to make them a positive tool that enables the child to recognise and decide their own barriers to learning/concerns/needs (helped, with teacher support, to recognise what would work best to achieve a move forward), suggest what might be the most appropriate method to make progress and then, using those targets along with appropriate support, linked with classroom learning, move forward. Giving the children ownership of the IEP and its targets allows for the process to be a practical, useful and relevant one. Children are encouraged to acknowledge when they've achieved so that new targets can be set if necessary. The children are encouraged, where appropriate to include/involve their parents, keeping their IEP with them at

school and at home. (Teachers include parents in IEP target setting but the emphasis is on child ownership whenever possible.))

Provision

The one child we have on a Statement is on Dual placement with Sandside Lodge Special School, Monday and Tuesday at St Paul's and the rest of the week at Sandside. This is a positive relationship, where both schools have developed shared planning through frequent communication. The child will eventually (they are currently in Y6) join Sandside full time.

We have not applied for any statutory assessments over the past year. We have accessed LA support (SATs and EP through SEND Early Help), but the changes to internal funding of SEND, especially the requirements for the school to give support up to 11 hours per week mean that the support we offer is deemed to satisfy the required needs of our children. As we are judged to be making sufficient progress with the children we have, we have currently no children at SEN Support whose need is great enough to warrant statutory assessment for EHCPs; including those with a diagnosis of ASD. This has been a difficult issue to explain to parents -who often think a diagnosis is an instant passkey to extra support.

We are viewed as being a successful, truly inclusive school whose children with SEND make better than good progress.

Over the past year significantly more children have presented with emotional issues and we have been able to offer in-house SERIS support (through the excellent and capable Mrs Last - although her timetable is stretched). We have also bought in Family Support from Lesley Messenger-Jones to help provide assistance to issues that fall outside school's influence.

Transition plans are carefully devised with good communication between St Paul's and feeder schools. Parents are invited to meetings and relationships established well in advance of transition.

Progress made by SEN pupils.

"SEND children make good or better progress at St Paul's". (Ofsted 2014)

We provide interventions through TA support, IDL (a Dyslexia focussed IT strategy that supports children with spelling/reading needs),

Numicon via Mrs Smith, we have had to make specific individual purchases of equipment for one particular child; recommendations from Health advisors etc. have to be followed up.

Reading Intervention and ALK delivered by Mrs Doyle.

SERIS provided by Mrs Last

We are still hoping to trial another IT program similar to IDL support numeracy.

We also provide a Friday Social Group targeting children with Social and Emotional needs every Friday morning; this has included visitors, trips out, gardening etc. basic self-help/awareness skills, team building et al.

The staff often target children of concern and support can be then focused, short-term, on a child's specific area of need. This has proved to be an effective method of using our finite resources and is achievable because of the team ethos of St Paul's staff and their clear and open channels of communication.

Staff development

The SENCo attends half-termly training sessions organised by FIGs; Furness Inclusion Group.

All teachers are expected to be SEN teachers and as a result receive appropriate training. This includes lifting and handling.

The Staff have been keen and willing to undertake training when on offer and when appropriate.

Work with external agencies.

We work co-operatively with all external agencies, e.g. speech and language, Occupational health, Educational Psychology etc.

However, on-going cuts and withdrawal of services means that the expectation is that we provide support ourselves and we work hard to ensure that all pupils' needs are being met, finding expert advice and, or, training if necessary.

Steve Malpass

SENCo

September 2017