

SEND Information Report

A Guide for Parents & Carers

2023-2024





Welcome to St. Paul's Academy annual SEND Information Report for parents and carers.

This is a comprehensive guide to the 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, as required by the 2015 Code of Practice for SEND and other statutory guidance.

This report is a guide for parents or carers of St. Paul's Academy students. It is also a guide for parents or carers who are considering St. Paul's Academy as an option for their child on transfer to secondary school. This report explains how we implement our SEND and Inclusion policy.

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

St. Paul's Academy is an inclusive Catholic school which welcomes students regardless of their level of need, ability or disability, ethnicity, sexual orientation and socio-economic background, as long as we are in a position to be able to meet their needs. We expect all students who come to the academy to achieve their potential and to have their achievements recognised and valued.

Contact us with a query or to arrange a visit and/or tour of the Academy:

- Sheila Ward – Principal Sheila.Ward@stpauls.greenwich.sch.uk
- Michelle Hepburn – Vice Principal: Inclusion Michelle.Hepburn@stpauls.greenwich.sch.uk
- Constance Osuji - Assistant Principal for SEND & Inclusion - constance.osuji@stpauls.greenwich.sch.uk
- Adrian Bond – SENDCo Adrian.Bond@stpauls.greenwich.sch.uk
- Bev Hardy – SEND Admin 020 8311 3868 ext 137 Beverley.Hardy@stpauls.greenwich.sch.uk



What types of SEN does the Academy provide for?

Special Educational Needs and/or Disabilities are categorised into four 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 we can meet at St Paul's and the different kinds of support your child might receive.

Area of Need	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory and/or Physical Needs
Condition	Specific Learning Difficulty Dyslexia Specific Learning Difficulty Dyspraxia Specific Learning Difficulty Dyscalculia Moderate Learning Difficulties Severe Learning Difficulties	Receptive and/or Expressive language difficulties Autism Spectrum Disorder	Attention Deficit Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD) Adverse Childhood experiences (ACES) Mental Health Difficulties	Hearing Impairment Visual Impairment Multi-Sensory Impairment Physical Impairment
Examples of support Academy can provide	All students – Tier 1 Quality First teaching differentiated & personalised curriculum	All students – Tier 1 Quality First teaching differentiated & personalised curriculum	All students – Tier 1 Quality First teaching differentiated & personalised curriculum	All students – Tier 1 Quality First teaching differentiated & personalised curriculum Fully accessible building
	Some students – Tier 2: Targeted TA support Small group or 1:1 literacy/reading session Small group or 1:1 maths session Small group handwriting session Homework clubs	Some students – Tier 2 Targeted TA support SALT groups Zones of Regulation sessions	Some students – Tier 2 Targeted TA support Learning mentor groups Zones of Regulation sessions	Some students – Tier 2 Keyworker TA support with equipment, preparation of resources and setting up.
	Few students - Tier 3 In class TA support Small group or 1:1 specialist interventions e.g. Specialist Dyslexia Teacher Key worker	Few students– Tier 3 In class TA support Specialist 1:1 or group sessions with SALT ASD outreach sessions	Few students– Tier 3 Few - Tier 3 In class TA support Learning mentor 1:1 Keyworker Counsellor	Few students – Tier 3 In class TA support 1:1 physiotherapy sessions 1:1 Occupational therapy sessions Sensory services support sessions

	Referrals to Educational Psychology support Individual curriculum / Life Skills / Travel training	Referrals to Educational Psychology support Keyworker Time out cards/Movement break cards	Time out cards/Movement break cards Referrals to Educational Psychology support Referral to MHST	Specialist and adapted equipment and resources
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Tier 1

Every student at St. Paul's is entitled to quality first (differentiated) teaching. This is the first step to meeting the needs of all students, including those with SEND.

All staff will have been informed of students' needs and will have been given a brief profile of your child as a learner (taken from information gathered from primary school, assessments, observations, professionals' reports) and list of specific strategies to support your child in the classroom.

This is coordinated by the SEND Team and updated on a half termly basis.

Tier 2

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.

Support put in place at this stage can be short or long term.

Examples of this can be seen in the table above. Additional support may be more specialist support in the classroom or a short or long term intervention e.g. a 6 week block of input.

Tier 3

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

Which staff will support my child?

SEND Team

Assistant Principal for SEND & Inclusion - Constance Osuji

SENDCo – Adrian Bond

SEND HLTA – Sharon Starbuck

SEND HLTA - Linda Peace

SEND Teaching Assistants – We have 14 SEND TA who are trained to support student with the above needs and to deliver intervention sessions

Class/subject teachers

All teachers receive in-house training on supporting students with SEND and are supported by the SEND team to meet the needs of students with SEND

External Agencies

We work with the following outside agencies:

Speech and Language Therapists

Educational Psychologists

Physiotherapists

Occupational Therapists

School Nurse

GPS and Paediatricians

Child and Adolescent Mental Health Services (CAMHS) including Mental Health in Schools Team (MHST)

Social Services

Autism Outreach Service

Sensory Services

Support Team for Education in Primary and Secondary Schools

Counselling services

What should I do if I think my child has SEN?

Get in touch with Constance Osuji -Assistant Principal for SEND & Inclusion –
constance.osuji@stpauls.greenwich.sch.uk

We will arrange a meeting to discuss your concerns, decide on the best outcomes and agree on next steps.

If we decide that your child needs SEN support, we will notify you and add them to the SEND register.

How will the Academy know if my child needs SEN support?

All teachers are aware of SEN and monitor the progress of their students. They look out for students not making expected progress academically or socially. This may include assessment results that show a lack of progress in reading, writing or maths or slow processing of information, difficulties expressing themselves or difficulties with social interactions with their peers.

The teacher will try to address any gaps in learning through their teaching as students without SEN usually make progress quickly once the gap has been filled.

If the student is still not making the expected progress, the teacher will contact the SEND team or a member of the Inclusion panel team. The Inclusion Panel is attended by the Assistant Principal for Inclusion, SEND staff, Heads of year, Safeguarding Lead, Learning Mentors, Inclusion Coordinator, Attendance Officers, School Police Officer and other key staff involved in supporting your child.

The SEND Team will observe the student in lessons and speak to them about their learning, speak to their teacher and compare their progress with peers. The SEND Team will also speak to parents and carers and may ask for support and advice from an outside professional such as a speech and language therapist, educational psychologist or paediatrician.

Based on this information, the SEND Team will decide if the student needs SEN support and parents and carers will be notified. The student will be added to the SEND register and a provision map will be created for them to record their support plan and strategies to meet their needs.

How will the Academy measure my child's progress?

We use the following model to meet student needs:

- **ASSESS** – When a student is not making expected progress we will identify and assess the student's difficulties with information for parents, carers, the student, Academy staff and external professionals where needed
- **PLAN** - Getting together with appropriate people to plan an intervention with outcomes and a time frame
- **DO** – Put the intervention and or provision in place and notify all adults who work with the student
- **REVIEW** – Review the progress towards the outcomes and the impact of the support. Plan next steps.



Interventions and provision are agreed at the Inclusion Panel and by the SEND team

Hopefully the intervention will address the barrier to learning and the student can continue without support. However, we may need to retain the support for longer, re-assess or try a different intervention and so the cycle may continue again. This process helps us refine to support we offer to meet student needs.

The type of support your child receives is decided by the SEND team. 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, and monitoring support already in place. Where an intervention is agreed, a baseline assessment will be recorded, targets set and a written review sent to parents and carers up to twice a year to show the impact on the student's progress.

Your child's subject teachers will be notified by an individual provision map for each student which will have an outline of your child's needs, a description of the support they receive and a list of strategies which will support your child in the classroom.

What 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 formally involving specialists or external agencies. (See box below)

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.

STEPS	Educational Psychology Service	ASD Outreach Service	Sensory Services HI & VI
	Speech & Language Therapy	Occupational Therapy	Physiotherapy
	Careers Advisory Service	School Nurse	CAMHS (Headscape)
Greenwich SEN	Children's Services	SENDIASS (formerly Parent Partnership)	
	Community Paediatrics	Children with Disabilities Team	SHIFT
	Attendance Advisory Service	FASS	

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

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.

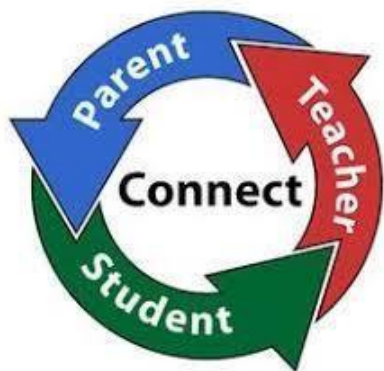
In addition to the standard 2 school reports per year, parents and carers of students who receive SEND interventions will receive written feedback on their progress.

Each year group have a parents' consultation evening at least once per year which is also attended by SEND staff.

Students with EHC plans have annual review meetings.



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 SEN support in place, we aim to involve and inform parents & carers as much as possible, by telephone or meetings, emails, referrals and specialist reports. We know that you are the experts on your child's needs and aspirations and we want you to know how we are trying to meet those needs

Families of students with complex needs/ EHCPs who are joining the Academy for Y7 are invited in to meet with key staff in the summer term before transition.

In the first term of Year 7, you will be invited to an SEND Information event which outlines our support systems and also gives you another 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 Academy towards ensuring the best outcomes for your child. We aim to strengthen the impact of 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 academy to contribute to this process. You will also receive specialist reports with recommendations.

If your child receives additional support in school, the teachers will be given a copy of their individual provision map which provides a brief profile of your child's needs as well as suggested teaching and support strategies.

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 & Carer Support

Throughout the year, we host coffee mornings and support workshops for parents & carers.

Invitations are posted on the Academy website and sent to all families via 'In Touch'.

We would always ask that you make every effort to attend these workshops. As well as accessing specialist advice, which you can try at home, it can be a way of meeting other parents / carers who may be experiencing the same issues as you.

Parent Feedback

We gather information from parents annually and use this to develop our practice.

How do you involve students in decisions about their education?

At St. Paul's Academy, students have a strong voice and are involved in decisions as appropriate to their age and competence. Students with an EHC plan are invited to 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 may use talking mats with visuals when we meet to review their needs. Some students have keyworkers who gather information from them or attend meetings with them.

We pride ourselves on our positive relationships with our students.

How will the Academy adapt its teaching to meet my child's needs?

Teachers are responsible and accountable for the progress and development of all students in their class.

Quality first teaching is the school's first approach to meeting a student's needs. We ensure that all students access a broad and balanced curriculum. The AVP for SEND works with Subject leaders to ensure all aspects of the curriculum and extra-curricular activities are planned and reasonably adjusted to ensure accessibility and differentiated to meet student needs.

In some subjects we group students and adapt lesson content and resources to ensure they can access the learning at an appropriate level.

The SEND team provides teachers with a provision map for students receiving SEN support. This gives teachers information about student needs and strategies to support them which the teacher puts into practice in the classroom. This may include allowing additional processing time, printing work on coloured paper, having a working for reward board, providing a laptop for writing tasks or allowing movement breaks during the lesson.

Some lessons will be supported by an additional adult such as a subject specialist TA or Specialist SEND TA.

We also provide interventions outside of lessons to support students including counselling, Zones of regulation sessions, Comprehension monitoring, Language for Emotions sessions, Learning Mentor support, Specialist Dyslexia, Speech and language and Autism support, Life skills, Reading and maths support. All of these interventions are part of our contribution to the Royal Borough of Greenwich Local offer.

To ensure students are able to access assessments, the SEND team carries out tests and gathers evidence to decide if special access arrangements should be given, such as additional time or the use of a laptop, scribe or reader.

The SEND Team carry out regular learning walks to monitor the support for students with SEND, to ensure there are no barriers to learning and identify areas for development and staff training needs.

How will resources be secured for my child?

The academy may need to secure resources to meet your child's needs. This could include specialist equipment, extra adult support in lessons, special training for staff or external professional input. The academy will fund up to £6000 of costs for these additional resources. If funding is needed beyond this, the academy will apply to the local authority to meet this cost.

How does the Academy ensure the admissions process is fair for students with SEND?

Please see our Admissions Arrangements and the Accessibility plan on the Academy website.

How will the Academy support my child's mental health and social and emotional development?

See our behaviour policy for information on the Academy's zero tolerance response to bullying.

Students with SEND are encouraged to join the student council to share their views.

Some students have a named key worker who will check in with them regularly and can act as a link between home and the Academy.

All students spend the beginning and end of the day with their form tutor where they have the opportunity to share any concerns.

All students can self-refer to the learning mentors at any time for specific support.

Some students are referred to the counselling service

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 highlighted for teaching and support staff to use.

Teachers and teaching assistants work closely together to ensure that all students have access to quality first teaching.

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, Educational Psychology service, Speech & Language Therapists, specialist Dyslexia teacher.

Staff training is always evolving to meet the changing needs of our students.



What help does the Academy offer at points of 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.
- Y6/7 transition page on school website
- 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 all Y6 parents and carers
- SENDCo attends the SEND transition day to identify students who may need support
- SEND Transition Programme - SEND team liaise with primary SENDCos to organise series of visits to the school for students with SEND.
- Information is gathered from primary schools and used to develop students provision maps as early as possible
- Student Guide to Inclusion at St. Paul's Academy – given to all students who are invited to specialist transition visits and available on school website
- Early assessment e.g. MIDYIS tests / Reading test on Induction day / entry to school

Transition from KS4 – KS5

- All Students transferring from Key Stage 4 to Key Stage 5 are offered ongoing individual Careers Advice.
- Students with EHCP / SEND Support receive additional interviews, meetings with parents & support if needed
- Some students work with the SEND HLTA on a specialist support pathway to help them choose and apply for appropriate post-16 provision and prepare for interviews and transition
- All Y10 students attend taster days at our feeder sixth forms
- Some students are offered support with transition visits e.g. small group visits to Shooters Hill Campus
- Information on student needs and support is shared with new provisions as soon as possible to ensure continuity and continued progress



Destinations

Like all other students, our SEND students go on to sixth forms, colleges or apprenticeships.

What support is in place for looked after and previously looked after Students with SEND?

The designated person for looked after children and previously looked after students is Kim Nicholas [Designated Safeguarding Lead]– kim.nicholas@stpauls.greenwich.sch.uk

The designated teacher works with the SEND team to ensure information is shared with teachers to help them understand how the student's experiences, circumstances and SEND might interact and the implications of this for teaching and learning.

Students who are looked after or previously looked after and have SEND will supported by a PEP (Personal Education Plan) and provision map and possibly an EHCP. The SEND team will ensure that these document are consistent and compliant with each other

What role does the governing body play 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 Claire Hallinan. Her role is to monitor and ensure that we carry out our duties appropriately.

Also a key responsibility of the board of governors is to make sure that the school's policy for Inclusion and SEND and the SEND Information report is on the school website and that it is updated annually.

If I have a complaint about the school or any 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?

The SEND and Inclusion team will be your first port of call. They will try to work closely with you, listen to your concerns and try to solve the problem with you.

If this is unsuccessful, you may wish to make a formal complaint. You can do this by contacting the principal or the board of governors. You will then be referred to the school's complaints policy which is on the school website.

If you are not happy with the school's response or would prefer to speak to someone outside the school, you should contact the Greenwich local authority SEN team.

sendiass@royalgreenwich.gov.uk

or

Special-needs@royalgreenwich.gov.uk

Disability Discrimination Claims

Parents / Carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Admissions
- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to tribunal, you can go through a process of mediation to try and resolve the disagreement. Please see below link for further information:

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/advice.page?id=POQDVQ6V5nc>

How can I find further information about support?

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

They include

- SEND & Inclusion Policy
- Accessibility Plan
- Behaviour Policy
- Complaints Policy
- Personal & Intimate Care Policy
- Moving & Handling Policy
- Safeguarding Policy

You will also find guides for Parents & Carers as well as a Student Support Guide in the 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 Mencap Independent Supporters
- SENDIASS – formerly parent partnership
- ASD Outreach Services

You will find information on all of these on the Greenwich Website www.royalgreenwich.gov.uk/localoffer

Thank you for taking the time to read this report.

Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Keyworker – A member of the SEND team who regularly meets and checks-in on the student and acts as a link between home and school. They may attend meetings with students

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages