



St Paul's C of E Primary School's Local Offer (January 2020)

We are a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs). Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an Assess-Plan-Do-Review cycle.

You can find details of Bradford's Local Offer here: <https://localoffer.bradford.gov.uk>

If a child has an Education, Health and Care Plan, then we provide the support detailed in their individual plan.

Our offer at Quality First Teaching, School Support and School Support + for each area of SEND is described below. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils we serve within our community. This covers provision in the 4 areas of need:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

Our Special Educational Needs Coordinator is Mr Liam Platt who is accredited with the national award for Special Educational Needs. The named Governor is Mr Richard Ward. For further information and enquiries please contact 01274 679183. Or alternatively log on to the school's website: www.stpaulscephprimary.com to view our SEND Policy.

School Entitlement Offer to Pupils with SEND

1. Cognition and Learning

Moderate/Sever/Specific Learning Difficulties

- School has effective assessment procedures in place which identify barriers to learning.
- Access to Quality First Teaching is monitored through the school's self-evaluation processes.
- A team of experienced teaching assistants are effectively deployed within each class to ensure pupil progress and independence.
- Differentiated curriculum planning, activities or assessment may be in place dependent on an individual's needs.
- There may be an increase in use of resources such as: visual aids, writing frames, word processors, coloured overlays and pencil grips.
- Interventions and provision for children on the SEND Support Stage of the SEND Register is monitored by SLT and recorded on the SENDCOs Inclusion Spreadsheet.
- Phonics interventions will take place during guided reading sessions and children will have access to additional one to one reading with an adult.
- IDL (International Dyslexia Learning Solutions) Literacy and Numeracy can be used as and when is deemed appropriate by the class teachers, login details will also be sent home so parents/carers can support their child with their learning.
- Parents/carers will be invited into school on a termly basis to discuss the provision and additional support in place for their child.
- Support and advice are sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to such as Learning Difficulties Team and Educational Psychologists.
- Pupils at the SEND Support + Stage of the SEND Register will have a My Support Plan in place which will detail specific interventions, resources and provision in place for each individual child.
- In Year 6, the SENDCo will arrange additional transition days with the secondary SENDCo to ensure a smooth transition from primary school to secondary school.

2. Communication and Interaction

Autism Spectrum Disorder

Speech, Language and Communication Needs

- Experienced teaching assistants support curriculum modifications and social interaction, social communication and social understanding.
- Appropriate support from other agencies such as the Autism Team (Bradford SEN Services), Hub Meetings and SALT (Speech and Language).
- Curriculum access will be enabled by using a structured approach which may involve using visual systems or timetables as well as reducing language for instructions and information giving.
- After completing a Phonics Diagnostic Assessment, targeted phonics interventions will take place on either a one to one or small group basis. This will take place with the class teaching assistant during the whole class guided reading session, which will mean that the child is withdrawn from the classroom.
- Children may be referred to the Speech and Language Service and any actions that they suggest will be followed up in school.

3. Social, Emotional and Mental Health

Behavioural Needs	Social Needs	Health Needs
<ul style="list-style-type: none"> - The school's behavioural system is based on a graduated and positive approach. A traffic light system is employed for misbehaviour and family points are used to praise positive behaviour. - Adjustments are made to the behaviour system to ensure it meets the needs of children who struggle with SEMH needs. - Camouflage Crew offer an extra-curricular club which focuses on building resilience within children. - Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils (and staff) in all activities. - Staff are trained in Team Teach methods to ensure safety of all pupils and staff. - The school provides effective pastoral care for all the pupils, with access to time in the Reflection Room. - Access to our Family Support Worker is available for children to discuss any concerns or worries that they may have. - Children who require additional support have access to a privately commissioned councillor on a weekly basis. - External support through the Bradford LEA is sought and any advice implemented to support individual pupil's needs. - Pupil voice, in the form of school council, leads to changes in school practices and procedures. - Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school. - The school uses systems to ensure that peer friendships are maintained and no pupil feels isolated. There is a 'Buddy Stop' and 'Play Leaders' who ensure all children are included at break and dinner times. - Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience such as Breakfast Club. - Residential in years 4, 5 and 6 are undertaken and provide further opportunities for children to develop their social skills. 		

4. Sensory and/or Physical Needs

Visual Impairment	Hearing Impairment	Multi-sensory Impairment	Physical and Medical
<ul style="list-style-type: none"> - Advice and guidance are sought and implemented from the school nurse to ensure that barriers to success are reduced or removed. - Advice and guidance are sought and implemented to respond to pupils who have significant medical needs, for example diabetes. - The SENDCo completes any necessary research and training to ensure school understands any needs and can relay this to all staff. - Staff receive appropriate training to ensure understanding of the impact of the sensory, physical or medical needs upon teaching and learning. - All staff are made aware of medical needs that children may have throughout school. - Specific training, equipment and adaptations will be implemented where necessary and maintained by appropriate parties. - Emergency evacuation plans for pupils with physical difficulties will be incorporated into a care plan. - ICT software is used to increase access to the curriculum where appropriate. - PE Lessons are modified by staff to ensure all children are included in a lesson. - Support and advice from an occupational therapist will be sought when necessary. - Extra-curricular clubs are available for different year groups to allow for a range of physical and medical capabilities. 			