

The Local Offer – St Paul's Catholic School, Milton Keynes

At St Paul's Catholic School we believe that all pupils are part of the Christian family created in the image of God. We believe in the achievement, ambition and progress for all pupils so that they:

- **Take responsibility for their own learning through thinking hard.**
- **Take responsibility for their own behaviour by making good decisions.**

Our Learning Support Department is called *Emmaus Student Support*. This is a Biblical reference to the time when Jesus walked alongside the disciples after his resurrection. He walked with them as they talked about the death and resurrection and were trying to understand what had happened. This re-naming is our commitment as a school to walk alongside pupils and their individual needs.

The Road to Emmaus (Luke 24: 13-15)

Now that same day two of them were going to a village called Emmaus, about seven miles^[a] from Jerusalem. ¹⁴ They were talking with each other about everything that had happened. ¹⁵ As they talked and discussed these things with each other, Jesus himself came up and walked along with them'

At St Paul's Catholic School we aspire to, 'Love, Serve and Do the Best Possible' for all pupils providing teaching and learning that meets the needs of individual pupils at their point of need. We undertake rigorous monitoring and assessment of academic achievement and personal achievement to remove barriers to learning and to celebrate success. We work closely with pupils and parents with the aim of producing academic achievement and developing skills of CYP (Children and Young People).

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. This report should be read with reference to other school policies relating to SEND.

What type of SEND does the school provide for?

St Paul's has a thriving and successful SEND Department which supports a range of difficulties from specific learning difficulties to moderate learning difficulties and physical difficulties. There are also three specialist provisions, provided in partnership with the Local Authority, within the SEND Department and mainstream setting: **Visual Impairment, Hearing Impairment/ Deaf Provision and The Communication Department (Autistic Spectrum Condition)**. All pupils are integrated into the everyday life and teaching of the school but may have adapted timetables for specialist intervention depending on need.

We also have a specialist provision for pupils with Autism Spectrum Disorder (ASC) called the **Emmanuel Centre**. These pupils have Education, Health and Care Plans with a primary need of ASC. These students are unable to manage in a mainstream school but have the academic ability to achieve GCSE qualifications. These pupils are taught separately from mainstream classrooms in a specialised environment.

Pupils with VI, HI and ASC needs are placed in the departments or centre by the Special Heads Forum. All pupils have an EHC Plan. Admission criteria can be found as an appendix to this report.

What specialist services and expertise are available at or accessed by the school?

Our SENDCO for the main school is Nicola Bradley (Nicola.bradley@st-pauls.org.uk). Our SENDCO leading in the Emmanuel Centre is Louisa Mellor (louisa.mellor@st-pauls.org.uk). Both hold the National Award in Special Educational Needs Co-ordination.

Emmaus Student Support:

- SENDCO
- Deputy SENDCO



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- 1 Qualified Teacher of the Visually Impaired (QTVI)/ Braille Qualification/ Habilitation Assistant Qualification
- 2 x Teachers of the Deaf
- 2 x Speech and Language Therapists – 1 for HI, 1 for Communication needs /ASC (Autistic Spectrum Condition)
- 1 Habilitation Specialist (mobility, orientation, Independent Living skills training)
- 2 x Education Coordinators
- There are also support staff with qualifications to support the specialist provisions such as Braillists (x 2) and Communication Support Workers (x5)
- 30 Emmaus Support Assistants (ESA)
- 2 x VI Administrators
- 2 x SEND Administrators

Emmanuel Centre:

- Head of Centre (SENDCO)
- 2 x Specialist teacher
- 4 x HLTA
- Part time administrator

All CYP:

- School counsellor
- School First Aiders
- Chaplaincy and Pastoral Leaders

Expertise from outside St Paul's when needed:

- Educational Psychology
- Speech and Language Therapy
- Physiotherapy / occupational therapy
- Children Services
- CAMHS
- Specialist Teaching teams

What should a parent/carer do if they think their CYP (child or young person) may have Special Education Needs or Disability (SEND)?

Parents know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Parents are encouraged to discuss any problems or concerns with school. Problems or concerns raised by parents should initially be raised with the CYP's mentor or subject teacher. Most problems can be resolved in this way. Our teachers are trained to deliver High Quality First teaching that is adapted to meet the needs of individuals in the classroom. If this does not support the CYP's learning, parents may raise concerns with the Year Leader, SENDCO, Head of Faculty or Headteacher. If after investigation, we decide that your CYP needs SEND support we will formally notify you and your child will be added to the SEND register. After following this line of referral, parents can follow the school's complaints procedure or refer to the Local Authority (LA) if necessary.

How will the school know if my child needs SEND support?

All class teachers are aware of SEN and are on the look out for CYP who are not making expected progress academically or socially. Teachers may notice gaps in learning and adapt their teaching to address this. They may also refer CYP to a literacy or numeracy coach to support academically or to the pastoral team for support with social development. Our pastoral team are trained in many interventions to

support CYP. For example, Emotionally Based School Avoidance. If these early interventions are unsuccessful the teacher may talk to the SENDCO who will support in building a picture of the CYP.

The SENCO will observe the pupil to see what their strengths and difficulties are. They will seek views from the CYP's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

At St Paul's pupils are identified as having SEND through a variety of different ways:

- Liaison with pupil's previous school
- Concerns raised by parents/carers
- Concerns raised by class teachers, Head of Year or SENDCO
- Concerns raised owing to behavioural difficulties affecting academic performance
- Concerns raised through the tracking of academic progress
- Liaison with external professionals (Eg Educational Psychologists)
- Medical diagnosis
- Through the First Assessed Communication Tool process (FACT)



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How does the school know how effective its arrangements/ provisions are for CYP with SEND?

Whole school quality assurance measures include book scrutiny, teaching reviews, and raising standards meetings which include a focus on the needs and provision for CYP with SEND. The Local Authority completes a yearly Quality Assurance visit and report.

The school listens to parent and CYP feedback. This is done formally on an annual basis through a survey.

CYP progress is monitored at class, department and year group level four times a year, five times for those with an Annual Review. The Leadership Team, SENDCO, Heads of Department and leaders in the specialist provisions monitor the progress of CYP. Each CYP has an identified mentor who is responsible for oversight of progress. Where CYP have significant SEND needs this will be done by mentors within the Emmaus Student Support Team. Monitoring identifies the deployment of human resources and interventions needed for individual/ groups of CYP. Interventions are short term and are regularly reviewed in line with progress data. If a CYP has an EHCP then the outcomes on this will be determined by an analysis of the data and knowledge of the CYP. The impact of any specialist or targeted support is evaluated at the next progress point and next steps are identified as part of the, 'Assess, Plan, Do, Review' process.

Parents/carers are formally reported to three times a year, or four times for CYP with an EHCP. Teachers use this assessment data to inform teaching priorities within their classrooms. There are mentoring appointments where Parent/ carers can discuss the report with staff and there is an opportunity to discuss specific subjects with teachers. Parents are welcome to email or call staff at any point.

How will the school support the CYP who has been identified as having SEND?

We will follow the 'graduated approach' to meeting CYPs SEN needs (see appendix). There will be a cycle of assess, plan, do and review.

In the first instance class teachers are responsible for adaptation in the classroom and will plan learning using their knowledge of the CYP's prior learning and need. Staff have access to pupil data to help them understand individual needs. They will use information about the CYP to support planning in the classroom. Heads of Department will then look at additional support and intervention that could be available to the CYP within the subject area if in-class adaptation is not sufficient to sustain progress in learning. This may be in the form of targeted group support for a specific need. If this is the case parents will be informed by the department. This is a part of our ordinarily available offer for all CYP. Most learning needs are met in this way.

When there is evidence that further support is required to make progress and that the barriers to learning cannot be overcome by High Quality First Teaching the class teacher, with support from the Head of Department or Pastoral Team they will make a referral to the SENDCO.

When this referral is made staff will provide evidence for the referral to the SENDCO and parent/carer views will be sought. The SENDCO will then look at all the evidence and where appropriate organise observations, screening tests or external bodies to support the identification of need. A FACT process may be carried out to support the gathering of evidence. Parents and carers will be informed this is taking place and will be kept informed throughout. They will then be notified of the outcome and a **support plan** will be agreed between the CYP, parent/carer and the school.

If the CYP has or is identified as having significant long term educational needs then specialist intervention is sought. At this point the school will involve the SEND Team at the LA and a plan will be put in place to support the CYP. It may also be necessary to begin the process of applying for an Educational Healthcare Plan (EHCP). The information gathered by school, the SEND Team in the LA, parents and external agencies will be used to inform the EHCP.

How can I be involved as a parent?

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

In addition to the normal school reporting arrangements, parents are welcome to contact their CYP individual class teachers at any time either by phone, email, letter or meeting to discuss progress. Staff will respond within 48 hours. Formal reporting on progress occurs three times a year and there are follow up mentoring evenings twice a year. Your CYPs mentor will have an overview of your CYPs profile across subjects and the wider school environment.

There are also information evenings for each year group which educate and inform parents about the curriculum, teaching and learning and monitoring of progress.

The Emmaus Student Support, often in conjunction with the Pastoral Support team will work with parents to help access training and / or support.

Parenting courses are run annually in conjunction with the Local Authority for parents of pupils with ASC.

Classcharts is accessible to all parents providing an 'in time' communication regarding class behaviour and learning.

CYP on an EHCP are formally reported on annually by way of an 'annual review' which will inform parents the progress made of their CYP against the outcomes identified as their special educational need.

Specialist Teacher Reports are shared with parents.

CYP in the **Emmanuel Centre** will work closely with parents to develop CYPs life skills based around their aspirations for the CYP and to support family life

How will my child be involved in decisions about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with parental input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the school adapt learning for a CYP who needs extra support or SEND?

The curriculum at St Paul's is designed to support the needs of all CYP. CYP with SEND are carefully placed in groups and in class support from Emmaus Support Assistants (ESAs) is managed to enable CYP to access the curriculum.

Support for the curriculum may include one or more of the following strategies:

- Liaison with primary school informs the school of CYP who need extra help in transition to secondary school. These CYP are welcomed for transition plus induction which provides additional familiarisation visits
- CYP who have needed extensive academic support in primary school are placed in smaller groups on entry

- Key Stage 2 results, teacher assessments, literacy and numeracy screening take place in the first few weeks of starting the school. This identifies areas of specific need. Literacy and numeracy interventions are planned from these needs, Year 7 2024 will sit CAT tests to aide quick identification.
- Teachers are advised on specific needs by the Emmaus Student Support Team. Emmaus Pupil Profiles, shared with staff advise on strategies for individuals with more complex needs and how best to support their learning
- Teachers are supported through training to ensure the curriculum is accessible for CYP to provide High Quality First Teaching within the classroom as well as specific strategies relevant to need. Teachers are supported by a rich professional learning calendar to develop skills in teaching reading and vocabulary. Staff receive training on VI, HI and ASC needs.
- Emmaus Support Assistants (ESAs) and CSWs (Communication Support Workers) are employed to support both in and out of the classroom.
- Guided reading groups take place for CYP whose reading age is at least two years below their chronological age. A single lesson (40 mins) is also dedicated per week in an English lesson following the Accelerated Reading programme and pupils read daily.
- Intense literacy programmes are run for some pupils with significant need following assessments. These pupils do not study a Modern Foreign Language
- The Fresh Start (Read, Write, Inc) Phonics programme is delivered to identified CYP in KS3.
- The department has a part-time maths teacher who supports CYP who require additional support
- Supported study and life skills groups are offered when needed and to those CYP who cannot follow a full curriculum
- Hearing Impaired/deaf CYP will have an individualised language programme to support their range of communication needs
- Visually impaired CYP have an individualised programme to support their access to the curriculum whether this is large print or Braille and to develop their use of assistive technology.
- Visually Impaired CYP have Habilitation lessons (mobility, orientation and independent living skills) according to their individual needs.

- During year 8 individual meetings are arranged with parents and CYP to discuss options at KS4 and the most suitable pathway is agreed
- Following exam results at GCSE individual meetings are held with the CYP and parents to discuss the most suitable options available at Post 16. We have developed good relationships with other providers
- Entry Level Certificates are studied in Y11 in English, Maths and Science, alongside GCSE, for CYP who cannot access GCSE.
- ASDAN courses are available in Y10/11 and planned to meet the needs of the CYP and cohorts needs and aspirations.
- Food course offered in Y10/11 at Level 1.
- Horticulture and Animal Care qualifications are offered at Level 1/2 in Y10 and 11
- Post 16 offers two Level 2 Bridging courses in Business and Science as well as English and Maths GCSE.

- CYP in the **Emmanuel Centre** will follow both academic study and a Quality of Life Programme preparing them for adulthood alongside core GCSE subjects. Pupils may also elect to study a subject of interest.

How are the school's resources allocated and matched to the CYP's SEND?

The school uses SEND funding it receives in order to run academic courses within the mainstream curriculum that meet the needs of the CYP. It also provides Emmaus Support Assistants to enable the CYP to access learning within the classroom. Finances are used to provide social and academic intervention activities that support learning to enable CYP to leave school as independent as possible. Where a CYP requires additional equipment or support the financial requirements are met with support from the Local Authority in line with the CYP's EHCP.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All CYP are full members of the school. They are encouraged to take part in wider school activities. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. We aim to minimise barriers and disadvantages. Where needed, support assistants accompany CYP to facilitate their engagement and enjoyment. Risk Assessments are carried out to ensure the safety of CYP. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. If additional staff are required to facilitate this the school will endeavor to ensure this happens. Parents are invited to share information prior to residential trips to inform staff of the needs of the CYP. Staff will always seek parents' advice in looking after their CYP whilst away from home.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All pupils are considered a 'Gift from God'. We welcome applications from families whose CYP has SEND. All applications will go through the normal admissions process and allocated according to criteria.

Year 5 parents whose CYP has an EHCP are asked to make school choices at the end of Year 5 and submit them to the Local Authority. Places are allocated by the Local Authority prior to the general admissions process.

What support is in place for looked-after and previously looked-after children with SEN?

Anne Hoskins is the designated lead for looked after, and previously looked after children. The SENDCO and the designated lead will work together to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What is offered from the school to ensure the well-being of the CYP who requires extra help or SEND?

| Medical | Pastoral | SEND |
|--|---|--|
| <ul style="list-style-type: none"> - Two school first aiders and equipped first aid room available throughout the school day - Trained First aiders - Radar key for disabled toilet access - Lift - Yellow steps/ edges for visually impaired - Defibrillator - Ramps | <ul style="list-style-type: none"> - All year groups have a designated Year Leader and Pastoral Assistant - School Counsellor - Chaplain - Target Groups for effort/ homework/ behaviour/organisation/Emotionally Based School Refusal (EBSA) - Pastoral plans to support those at risk of exclusion - Mental health lead | <ul style="list-style-type: none"> - Specialist teachers in HI, VI and ASC - Soundfield System - Braille - Large Print modification - Supported study - Quiet bases with trusted adults - Small regulation quiet space - Modified and specialist equipment e.g. PE equipment |

| | | |
|--|---|--|
| <ul style="list-style-type: none"> - Automatic doors - Yellow painted handrails on all steps - Blinds in all classrooms - CAMHS (Service referrals) - Large number of staff trained in the use of epipens - Medicine administration according to the school's Medical Policy | <ul style="list-style-type: none"> - Pupil premium is used and monitored to ensure the inclusion of CYP with SEND and PP | <ul style="list-style-type: none"> - Electronic, Modified, large print, braille and tactile resources - Specialist support assistants in VI / HI / ASC - Assistive technologies i.e. laptops, iPad Braille Notetakers, Electronic Magnifiers - Access arrangements for exams |
|--|---|--|

What training are the staff having or going to have to support CYP with SEND?

- Teachers will be informed and supported in their High Quality First Teaching and identified professional development throughout the academic year.
- Teachers, through the school marking policy, are trained to give specific targeted support to individual CYP.
- New staff are trained in awareness of the needs of pupils with HI / VI/ Communication needs as well as dyslexia and other known SEND.
- CPLD for support assistants on the needs of pupils on a weekly basis via department meeting
- All CYP are informed via awareness talks on the specific needs in the specialist provisions.
- Adaptation is a key focus of the staff in the forthcoming academic year to ensure all CYP make expected and above expected progress
- Education Coordinators mentoring staff where appropriate
- Read, Write, Inc Fresh Start phonics programme
- Use of new technology to support students – such as Microsoft Teams
- Teaching Reviews/ Learning Walks allow support/monitoring of ESAs



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- Mentoring targets for ESA's focused on CYP outcomes
- **Emmanuel Centre** staff and 10 teaching staff in the main school have received Positive Behaviour Handling training

How will school prepare and support the CYP who needs extra help or SEND to join the school, transfer to a new school/ college or the next stage of education and life?

- Transitions points of the CYP (i.e. Years 6, 9, 11 and 13) are carefully monitored and planned for bearing in mind the individual needs of the CYP
- Liaison with primary schools and outside agencies to plan for the needs and intense induction programmes as required.
- **Emmanuel Centre** has intense transition in Pentecost Term 2. This will include meeting parents, home and school visits.

| ST PAUL'S GRADUATED APPROACH TO SEND | | |
|--------------------------------------|------------------------|--|
| Category | STUDENT SUPPORT | |
| NON SEND | Quality First Teaching | The teacher may have picked up on some difficulties a CYP is having, however, no additional support is required other than ' <i>quality first teaching</i> ' and the class teacher adjusts their planning and delivery of curriculum to cater for needs that they have identified i.e. differentiation. Emmaus Student Support may be involved in an advisory role. |
| | Targeted Intervention | <ul style="list-style-type: none"> - Despite <i>quality first teaching</i>, evidence shows the CYP is not making the progress expected so is highlighted to receive <u>short term</u> booster interventions i.e. intervention within subjects. Parents are informed by the subject / department. - ESAs could be deployed at this stage to assist with intervention work within subjects. These could be delivered in small groups in or outside the classroom under the direction of the class teacher. - Pastoral intervention will also target those pupils in need of further guidance regarding behaviour, organisational skills, homework, attendance issues etc Parents are informed and involved with the support needed. The SENDCO may be involved in an advisory role. |
| | | <p>All these would be identified and monitored by Heads of Departments/ Year Leaders and recorded on SIMS via the SS2 column in SIMS mark sheets.</p> <p>CYP who are identified in need of reading & spelling support will follow an intervention programme from Emmaus Student Support. Emmaus Student Support will identify and monitor these CYP only. Parents are informed that their CYP is identified for this support.</p> |

If the CYP is still not making progress.....

If the CYP is still not making the progress expected, despite *quality first teaching* **and** booster interventions, then the SENDCO is involved to discuss further assessment to identify any underlying need. Parents and the CYP will be involved in this process.

All evidence would need to be provided i.e. Teacher assessment, progress analysis, interventions tried, views of parent and CYP, behaviour, FACT (First Assess Communication Tool) checklist feedback etc.

If agreed, specialist support and assessment will be provided from within Emmaus Student Support or a referral will be made to outside agencies i.e. Educational Psychologist (EP), Speech & Language (SALT) etc.

When reviewing the interventions provided by the school and outside agencies and progress is still not made, then consideration of an application for an EHCP will be made to the Local Authority.

| | | |
|-------------|---------------------------------|---|
| SEND | Personalised Support | <p>This is when highly skilled support is needed to support the CYP by either the specialists in Emmaus Student Support or by outside agencies i.e. EP, SALT, Occupational Therapy, Physiotherapy etc Examples of such support:</p> <ul style="list-style-type: none"> - Intense literacy / numeracy programme (1:1) - Social skills programme - Independent living skills <p>Pupils arriving at the school with recent outside agency involvement (within the last 12 months) will be reviewed after the first year.</p> |
| | Education, Health and Care Plan | <p>The level of support indicates that it is more consistent, long term and highly skilled / specialist input is needed.</p> <p>These needs and the provision required would be already identified within a statement or new EHCP (Education, Health and Care Plan)</p> |

Glossary

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

Adaptation -when teachers adapt how they teach in response to a pupil's needs

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.

CAMHS – child and adolescent mental health services

CPLD – Continuing Professional Learning and Development

CSW- Communication Support Worker

CYP – Child/Young Person

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.

ESA – Emmaus Support Worker

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

HI- Hearing Impaired

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

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

PP- Pupil Premium

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

VI – Visually Impaired

To be reviewed and updated: September 2025