



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.

This year we are excited to rename the Learning Support provision. We have chosen to do this so as to remove the stigma of 'special need'. The name that has been chosen is *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).

St Paul's has a thriving and successful SEND Department which supports a range of difficulties from specific learning difficulties to moderate learning difficulties, physical difficulties and behaviour. 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.

How do we identify pupils?

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(Special Educational Needs and Disability Coordinator)
- Concerns raised owing to behavioural difficulties affecting academic performance
- Liaison with external professionals (Eg Educational Psychologists)
- Medical diagnosis
- Through the First Assessed Communication Tool process (FACT)

What should a parent/carer do if their CYP (child or young person) may have Special Education Needs and 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 pupil's mentor or subject teacher. Most problems can be resolved in this way. But if this does not help the pupil's learning, parents may raise concerns with the Year Leader, Head of Faculty or Headteacher. Referral to Emmaus Student Support may also be necessary. 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 support the CYP who has been identified as having SEND?

In the first instance class teachers are responsible for differentiation in the classroom and will plan learning using their knowledge of the CYP's prior learning and need. Heads of Department will then look at additional support and intervention that could be available to the child within the subject area if in-class differentiation 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. 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 Quality First Teaching the class teacher with support from the Head of Department or Head of Year 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. 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 pupil, 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 pupil. 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 does the school know how effective its arrangements/ provisions are for CYP with SEND?

Whole school quality assurance measures include book scrutiny and teaching reviews include a focus on the needs and provision for CYP with SEND.

Pupil 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 pupils. Each pupil has an identified mentor who is responsible for oversight of progress. Where pupils have significant SEND needs this will be done by mentors within



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the Emmaus Student Support Team. This identifies the placement of support and interventions needed for individual/ groups of pupils. The impact and outcome is evaluated at the next progress point and next steps are identified.

Parents/carers are formally reported to three times a year, or four times for students with an EHCP. The CYP's progress is measured and next steps for learning are identified in each reporting session. 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. Interventions are linked to EHCP outcomes and these are measured every half term.

How will the curriculum be matched to CYP who needs extra support or SEND?

The curriculum at St Paul's is designed to support the needs of all pupils. Pupils with SEND are carefully placed in groups and in class support from Emmaus Support Assistants (ESAs) is managed to enable pupils 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 pupils who need extra help in transition to secondary school. These pupils are welcomed for transition plus induction
- Pupils 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 2021 will sit CAT tests to support quick identification of need in the absence of SAT scores
- Teachers are advised on specific needs by the Emmaus Student Support Team. Emmaus 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 pupils to provide Quality First Teaching within the classroom as well as specific strategies relevant to need
- Emmaus Support Assistants (ESAs) and CSWs (Communication Support Workers) are employed to support both in and out of the classroom

- Spelling for pupils whose spelling age is at least two years below their chronological age at the beginning of Y7. This continues in Key Stage 3 until they have a spelling age of 10+.
- Guided reading groups take place for pupils 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 and numeracy programmes are run for some pupils with significant need following assessments. These pupils do not study a Modern Foreign Language
- Supported study and life skills groups are offered when needed and to those pupils 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 pupils 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 pupils have Habilitation lessons (mobility, orientation and independent living skills) according to their individual needs.
- During year 9 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
- Entry Level Certificates are studied in Y11 in English, Maths and Science for pupils who cannot access GCSE.
- ASDAN courses are available in Y10/11 and planned to meet the needs of the child and cohorts needs and aspirations.
- Food and Horticulture courses are offered in Y10/11 at Level 1.
- Post 16 offers two Level 2 Bridging courses in Business and Science as well as English and Maths GCSE.

How will the school and the parent know how the CYP is doing AND how will the school help the parent to support the CYP's learning?

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.

A planner/book can also be used to transfer messages between home and school. Curriculum booklets are provided at Key Stage 3 (years 7, 8 & 9) and course outlines at Key Stage 4 (years 10 & 11) to provide parents with information about what is being studied.

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.

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.

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"> - School Nurse and equipped first aid room - Trained First aiders - Radar key for disabled toilet access - Lift 	<ul style="list-style-type: none"> - All year groups have a designated Year Leader and Pastoral Assistant - School Counsellor - Chaplain 	<ul style="list-style-type: none"> - Soundfield System - Braille - Large Print modification - Supported study

<ul style="list-style-type: none"> - Yellow steps/ edges for visually impaired - Defibrillator - Ramps - 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 and First Aid - Medicine administration according to the school's Medical Policy 	<ul style="list-style-type: none"> - Target Groups for effort/ homework/ behaviour/organisation - Pastoral plans to support those at risk of exclusion - Pupil premium is used and monitored to ensure the inclusion of CYP with SEND and PP 	<ul style="list-style-type: none"> - Quiet bases - Modified and specialist equipment e.g. PE equipment - 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
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What specialist services and expertise are available at or accessed by the school? For SEND CYP:

- SENDCO
- Deputy SENDCO
- 1 Qualified Teacher of the Visually Impaired (QTVI)/ Braille Qualification/ Habilitation Assistant Qualification
- 1 x Teacher 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



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- There are also support staff with qualifications to support the specialist provisions such as Braillists (x 3) and Communication Support Workers (x5)
- 30 Emmaus Support Assistants
- 2 x VI Administrators
- 2 x SEND Administrators

All CYP:

- School counsellor
- School Nurse
- Pastoral assistants

Expertise from outside St Paul's when needed:

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

Current number of students in the specialist provisions (Sept 2021)

- HI – 5 students
- VI – 13 students
- Communication – 27 students
- Mainstream SEN – 27 students

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

- Teachers will be informed and supported in their 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.
- Ongoing training 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.
- Accessibility 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
- Use of new technology to support students – such as Microsoft Teams
- Teaching Reviews/ Learning Walks allow support/monitoring of ESAs
- Mentoring targets for ESA's focused on CYP and EHCP outcomes

How will CYP be included in activities outside the classroom including school trips?

Reasonable adjustments are made to ensure that all CYP access activities and trips beyond the classroom. We aim to minimise barriers and disadvantages. Where needed, support assistants accompany CYP to facilitate their engagement and enjoyment.

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 accessible is the school environment?

***see Accessibility Plan Policy**

- Disabled toilet access
- Lifts
- Wide corridors
- Blinds in all classrooms
- Yellow steps/ edges for visually impaired
- Ramps
- Automatic doors
- Yellow painted handrails on all steps
- Dedicated medical room and Nurse
- Communication with parents in electronic, large print or Braille format (on request). CSW can also be provided for hearing impairment

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.



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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 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 is the decision made about what type and how much support a CYP with SEND will receive?		
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>
<p style="text-align: center;">If the CYP is still not making progress.....</p> <p>If the CYP is still not making the progress expected, despite <i>quality first teaching</i> 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.</p>		
<p style="text-align: center;">SEND</p>	<p style="text-align: center;">Personalised Support</p>	<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>



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	Education, Health and Care Plan	The level of support indicates that it is more consistent, long term and highly skilled / specialist input is needed. These needs and the provision required would be already identified within a statement or new EHCP (Education, Health and Care Plan)
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To be reviewed and updated: September 2022