







# St William of Perth School Special Needs Information Report

At St William of Perth we strive to support **all** children to enable them to achieve their personal best socially, emotionally and academically.

<p>How does St William of Perth School know if children/young people need extra help?</p>  <p>What should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> <li>• We know when pupils need help if:             <ul style="list-style-type: none"> <li>• concerns are raised by the pupil, parents/careers, teachers, teaching assistants or the pupil's previous school</li> <li>• There is lack of progress</li> <li>• Poor test scores</li> <li>• There is a change in the pupil's behaviour</li> <li>• A pupil asks for help</li> </ul> </li>   <li>• If you have concerns then please contact:             <ul style="list-style-type: none"> <li>• The class teacher</li> <li>• Mrs Morrow (SENCO)</li> <li>• Mr Willis (Head Teacher)</li> </ul> </li> </ul>
<p>How will staff at the school support my child?</p> 	<ul style="list-style-type: none"> <li>• Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.</li> <li>• If a pupil has needs related to more specific areas of their education, such as English and Maths skills etc. then the pupil may be placed in a small focus group. This is a carefully planned intervention tailored to the child or children's needs and the impact will be measured.</li> <li>• The length of time of the intervention is usually 6 weeks before being reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.</li> <li>• These interventions will be recorded on the pupil's provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries relating to the interventions please do not hesitate to contact the class teacher or the SENCO.</li> <li>• Meetings between the class teacher and the leadership team occur regularly to discuss the progress of the pupils. This shared discussion allows staff involved to evaluate the impact and effectiveness of the provisions in place and decide on next steps or further actions.</li> <li>• Pupil progress meetings also occur three times a year allowing both parents and children time to discuss targets together alongside the class teacher ensuring that all</li> </ul>





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	<p>parties involved understand and agree to the expectations. Targets are child centred with a focus on developing skills and understanding.</p> <ul style="list-style-type: none"> <li>Occasionally a pupil may need more expert support from an outside agency such as the Children’s Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.</li> </ul>
<p>How will the curriculum be matched to my child’s needs?</p> 	<ul style="list-style-type: none"> <li>Learning within the classroom is differentiated to meet the needs of all the</li> <li>Differentiated work is part of normal practice at St William of Perth and all teachers differentiate to meet the needs of all the children within their class.</li> <li>Differentiation means adjusting the learning to meet the pupil’s needs.</li> <li>Pupils are supported to complete tasks in a variety of ways including focus groups, peer support, and 1:1 interventions. They are also provided with a variety of materials to assist their learning such as practical resources and visual clues,</li> <li>Teachers, teaching Assistants or specialist teachers may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.</li> <li>If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.</li> </ul>
<p>How will I know how my child is doing?</p> <p>How will you help me to support my child’s learning?</p> 	<ul style="list-style-type: none"> <li>You will be able to discuss your child’s progress and parent evenings.</li> <li>Your child’s teacher will be outside school each evening if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office or email <a href="mailto:sen@stwillamperth.medway.sch.uk">sen@stwillamperth.medway.sch.uk</a></li> <li>The class teacher may suggest ways of supporting your child’s learning at parents’ evening or speak with you after school.</li> <li>The SENCO may meet with you to discuss how to support your child.</li> <li>If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.</li> </ul>






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<p>What support will there be for my child's overall well-being?</p> 	<ul style="list-style-type: none"> <li>• The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.</li> <li>• Members of staff such as the class teacher, teaching assistants and SENCO are readily available for pupils who wish to discuss issues and concerns.</li> <li>• We have social skills groups for children that find communication or interaction difficult. This consist of whole class social skills lesson, Lego Therapy and Play Therapy.</li> </ul> <p><b><u>Pupils with medical needs</u></b></p> <ul style="list-style-type: none"> <li>• All staff have received epipen training.</li> <li>• Staff receive appropriate training to support children with medical needs and have a responsibility to ensure the well-being of all our children.</li> <li>• As a school we follow the Medway guidance for administering medicine.</li> </ul>
<p>What specialist services and expertise are available at or accessed by the setting?</p> 	<ul style="list-style-type: none"> <li>• Education Psychologist Dr Fiona Alexander</li> <li>• Marlborough Centre</li> <li>• Fortis Trust</li> <li>• The school also seeks support and advice from agencies as and when the need arises including:</li> <li>• CAMHS (Child &amp; Adolescent Mental Health Service)</li> <li>• AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)</li> <li>• Social Services</li> <li>• Children's Therapy Team (Speech &amp; Language/Occupational Therapy)</li> <li>• Snap Dragons (Pediatricians)</li> <li>• School Nurse</li> </ul>
<p>What training have the staff who support children/young people with SEND had?</p>	<ul style="list-style-type: none"> <li>• Staff receive training and updates regularly. These include bespoke training with professionals to meet the needs of individual or groups of children. Training and updates can be in house from professionals who support the school regularly, including the Marlborough Centre or Educational Psychologist, for staff new to the school as well as briefings</li> </ul>




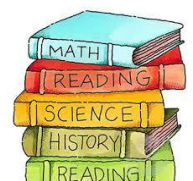
# St William of Perth School Special Needs Information Report

	<p>and updates from key staff in the school.</p> <ul style="list-style-type: none"> <li>• Mrs Smith and Mrs Barker are trained in Lego Therapy</li> <li>• Miss Lane is trained in 'Emotional regulation and anger management'</li> <li>• Mrs Kent and Mrs Faulkner are trained in The Win Programme (What I Need – Trauma Informed Practice)</li> <li>• Mr Bradley is trained as our schools ELSA</li> <li>• We have a qualified Play Therapist that trains staff in support children with emotional needs.</li> <li>• All teaching assistants have undertaken sensory processing training.</li> <li>• Teachers and Teaching assistants have undertaken positive handling training.</li> </ul>
<p>How will my child be included in activities outside the setting including trips?</p> 	<ul style="list-style-type: none"> <li>• Activities and school trips are available to all.</li> <li>• Risk assessments are carried out and procedures are put in place to enable all children to participate.</li> <li>• Staff members will accompany children to supply the support necessary from individual care plans</li> <li>• Pre teaching of the school trip.</li> </ul>
<p>How accessible is the setting environment?</p> 	<ul style="list-style-type: none"> <li>• As a school we are happy to discuss individual access requirements.</li> <li>• Facilities we have at present:             <ul style="list-style-type: none"> <li>• Ramps into the school to make the building accessible.</li> <li>• A toilet adapted for disable users.</li> <li>• Wide doors in some parts of the building</li> <li>• We have an up to date Accessibility Plan.</li> </ul> </li> </ul>




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<p>How will the setting prepare and support my child to join the setting, transfer to a new setting / school or the next stage of education and life?</p> <p style="text-align: right;">1.</p> 	<ul style="list-style-type: none"> <li>• St William of Perth School understands what a stressful time moving schools can be therefore many strategies are in place to enable every pupil's transition to be as smooth as possible. These include:</li> <li>• Meetings between the previous or receiving schools prior to the pupil joining/leaving.</li> <li>• The SENCO where appropriate attends the infant feeder schools</li> <li>• A Transition program for pupils in year 6 prior to joining their new secondary school is in place. This provides them with the opportunity to discuss any concerns they may have.</li> <li>• Secondary school staff visit pupils prior to them joining their new school.</li> <li>• The SENCO meets the SENCO's from the secondary schools to pass on information regarding SEN pupils.</li> <li>• Where a pupil may have more specialised needs, a separate meeting is arranged with the SENCO, the secondary school SENCO, the parents/careers and where appropriate the pupil.</li> </ul>
<p>How are the setting's resources allocated and matched to children/young people's special educational needs?</p>	<ul style="list-style-type: none"> <li>• Children are supported in a variety of ways within the school using both apparatus and resources alongside human resources (TA's and other adults).</li> <li>• Resources are funded from a number of sources including the school budget, pupil premium or Government overseen funding.</li> </ul>
<p>How is the decision made about what type and how much support my child will receive?</p> 	<ul style="list-style-type: none"> <li>• Support is allocated on a needs basis in line with the resources available.</li> <li>• Observation of the child and analysis of the outcomes allows key adults to identify the appropriate resources needed for each child.</li> <li>• On-going monitoring of each pupils progress allows for adjustments to be made if needed and appropriate changes made that best suits the child</li> <li>• In class support is provided by the class teacher, extra support will be discussed between key adults and will be provided by specialist adults or outside agencies</li> <li>• Parents will be notified of the support being provided and opportunities for discussion with the class teachers are available.</li> </ul>
<p>How will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> <li>• Our school welcomes the opinions of our parents. Many opportunities are available for parents to speak to the staff within the school through:</li> <li>• Parent consultations, where both children and parents can</li> </ul>



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	<p>discuss issues or progress with the class teacher</p> <ul style="list-style-type: none"> <li>• During discussions with SENCO or other professionals</li> <li>• Parents are welcome to join the schools Governing body which allows parents to join in with discussions over principle school issues</li> </ul>
<p>Who can I contact for further information?</p> 	<p>If you wish to discuss your child's educational needs or would like to call the school office to make an appointment for a face to face meeting please call:</p> <p style="text-align: center;">• 01634 404267</p> <p style="text-align: center;">Or by email via</p> <p>SENCO      Mrs Morrow      [sen@stwilliamperth.medway.sch.uk]</p> <p style="text-align: center;">or</p> <p style="text-align: center;">Your child's class teacher</p>