

	<u>St Paul's Catholic College</u>	<u>Update November 2016</u>
	Questions	School Response
1	How St Paul's Catholic College know if young people need extra help and what should I do if I think my child may have special educational needs or a disability?	<ul style="list-style-type: none"> • The progress of all students is monitored regularly through half termly assessment by Tutors, Subject Teachers, Heads of Departments and the Senior Leadership Team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the Form Tutor to discuss their concerns or alternatively they can speak to our Special Needs Coordinator (SENCO).

2	How will St Pauls Catholic College staff support my child?	<ul style="list-style-type: none"> • When the school identifies the need for additional support to enable a student to make expected progress the parents/carers will be invited to a meeting at the school with the SENCO to discuss a plan of support. • This individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. • Our School Provision Map shows the range of interventions in place in our school which will be used where we identify students who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support students to make increased progress • We will monitor the progress of all students at receiving additional support to ensure that the provision we have put in place is having the impact we are expecting through half termly assessment and reporting and at the end of each intervention if appropriate • Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the SENCO on the progress of students with SEND.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all students are able to make progress. If, for example, a student has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary. Staff are briefed on specific advice from SEN Advisory Teachers when necessary.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • Parents/carers will be invited to a meeting in November and May to discuss with the student the support that the school are providing, evaluate impact and success and support the parents/carers in knowing how they can help their child at home. • At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better • Specialists are available at meetings to share ideas and think strategically moving forward for the child.

5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • All students are supported with their social and emotional development through the curriculum. • Students with identified SEND are mentored regularly by members of the SEN team. • SEND students are invited to come to a Safe SEN space at break and lunchtimes. • SEND students are invited to attend a Home Learning Club each night where support is available to help them. • Small groups are offered to develop self-esteem and social confidence. • Attendance is closely monitored on a daily basis and monitored through regular meetings with Heads of Year and SEN team. • St Paul's operates a robust Behaviour for Learning Policy. • Support is offered through a pastoral support plan via a reporting system where necessary to minimise exclusion.
6	<p>What specialist services and expertise are available at or accessed by St Paul's Catholic College?</p>	<ul style="list-style-type: none"> • St Paul's has a number of internal staff who work alongside the SEN team to offer expertise and support these include; <ul style="list-style-type: none"> ○ East to west- Relational Support Worker ○ School Counsellor • External advisors may also come into St Paul's to work alongside the SEN team these currently include <ul style="list-style-type: none"> ○ Language and Learning Support Advisory Teacher ○ Behaviour Support Advisory Teacher ○ Hearing Impaired Advisory Teacher ○ Visually Impaired Advisory Teacher ○ Physical Disability Advisory Teacher ○ ASD Outreach Service ○ Referrals to CAMHS (Child and Adolescent Mental Health Service) ○ ADHD Nurse Advisor ○ School Nurse ○ REMA support teachers

7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • Teaching assistants benefit from regular training meetings held by the Advisory Teachers that work with the school, these have included “Supporting Children with ADHD”, Supporting Children with ASD”, for example. • 3 Teaching Assistants are trained to deliver pre-learning of vocabulary for Speech and Language difficulties. • All TA’s are trained in classroom support for students with SEN and updated on regular new initiatives.
8	How will my child/ young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • All students are invited on all activities and school trips, this can involve support from a TA, or additional member of staff. • Parents with additional concerns may be invited in to discuss this with staff and other professionals. Action plans for the trip and an individual Risk Assessment may also be written with the parents support.
9	How accessible is the St Paul’s Catholic College environment?	<ul style="list-style-type: none"> • St Paul’s Catholic College is a large split site school on 3 levels. The ground floor is fully accessible. There are no lifts in either building. Due to the nature of the old convent house some routes are unconventional. We timetable where possible, to meet student needs. • There is high contrast on stairs throughout the school to aid visually impaired students in all conventional stairwells. • There are ground floor toilets that are accessible for wheel chairs on both sites. • All correspondence is conducted in English. Where possible staff are used to translate documents or communicate in meetings. • SEND students may be offered laptops for use in lessons or Kindles in reading lessons.

<p>10</p>	<p>How will St Paul's Catholic College prepare and support my child to join the school, transfer to a college or the next stage of education and life?</p>	<ul style="list-style-type: none"> • SENCO is available at Open evening or during School Tours for any immediate questions. • A robust transition programme is in place including individual additional Primary school visits for SEND students • SEND students are fully supported throughout the transition days in July. • SEND students are offered additional opportunities to visit the school after transition days. • SEND students benefit from Pathways Advisors who support their career decisions and attend review meetings throughout KS4. • Students with additional needs may benefit from Additional support from U-Explore advisors. • SEN Staff can help interview preparation, course selection and attend interviews.
<p>11</p>	<p>How are the St Paul's Catholic College's resources allocated and matched to children's special educational needs or disabilities?</p>	<ul style="list-style-type: none"> • Students are offered TA support at a level reflective of their needs based on their progress. • A tailored package of support is carefully matched to each students needs as they evolve. This can include social support, TA support in lessons, small group withdrawal, one-to-one withdrawal and IT support. • Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.
<p>12</p>	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • Where a child is not making sufficient progress the Tutor, Head of Year, TA's and SENCO may feedback, make assessments and make amendments to the provision as appropriate. • Assessment is made regularly through monitoring tests to assess impact of interventions.

13	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • Parents are invited in regularly to information evenings to discuss curriculum and learning. • Individual parent meetings to discuss individual progress throughout the year. • Parents are always welcome to make an appointment at a mutually convenient time whenever the need should arise.
14	<p>Who can I contact for further information</p>	<ul style="list-style-type: none"> • School Admissions admissions@st-pauls.surrey.sch.uk • Mrs Charlie Allison SENCO callison@st-pauls.surrey.sch.uk • Ms Annette Chatfield KS3 SENCO achatfield@st-pauls.surrey.sch.uk