

### **Head of SEND**

*Alex Dunnett*

### **SENDCos are**

*Helen Loten*

*Adrian Bond*

If you would like to arrange a meeting to discuss your child's needs, or to have a look around the school, please feel free to contact one of us.

For further information please consult the following documents on our website or on request from the school:

- **SEND Information Report**
- **SEND / Inclusion Policy & Other associated policies**
- **Accessibility Plan**
- **Medical Policy**
- **Local Offer**
- **Student Guide to support**
- **Safeguarding Policy**
- **Emotional Health & Wellbeing Policy**

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**ST PAUL'S ACADEMY**



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***Brief Guide to SEND & Support***

***For Parents & Carers***

***2021 – 2022***

## How does SEND support work at St. Paul's?

St Paul's is an inclusive school where all students are included in **all** lessons. Most additional learning needs are met within the classroom by **Quality First Teaching** and subject specialist teaching assistants (TAs). Students with high learning needs are usually taught in smaller classes with specialist SEND TAs.



Students are not withdrawn from lessons unless they are attending a specialist intervention. All staff, including teachers and teaching assistants, are made aware of students' needs and provided with appropriate advice and support strategies from the SEND team.

### Students with EHC Plans

If your child has an EHCP, the specified provision in their plan will be coordinated and implemented by the school SENDCos and individual in-class TA support provided as appropriate.

### Students on SEND Support

Students identified as having a special educational need may be provided with short or long term interventions e.g. a keyworker, 1:1 reading support, Music Therapy. Their SEND provision and progress is monitored by the SEND team.

### Speech, Language & Communication including ASD

A small number of students attend language, social skills or comprehension monitoring groups on a weekly basis. Sometimes this is a short term intervention. However, in a small number of cases this is ongoing. Staff training on supporting students with speech and language and communication needs is regularly updated.

### Dyslexia and Literacy needs

These needs are mostly met by subject teachers and support staff in the English classroom and across the curriculum. Some lessons are delivered in ability group with targeted support. Key Stage three students with a low reading age may be targeted with a reading programme. A very small number of students with moderate or severe Dyslexia are withdrawn for specialist interventions.

## Physical Disabilities

Learning needs of students with physical disabilities are met within the classroom. Students who require specific help with movement around the school, physiotherapy or intimate care are supported by SEND staff.

## Medical Needs

If your child has medical needs, their details will be added to a Medical List and regularly updated and shared with all staff.

## Emotional Needs

All staff are responsible for the emotional needs of the students in our care. We also have 5 learning mentors, a mental health first aider and a counselling service. Students can be referred by anyone (including parents) to the mentor team, or they are welcome to self-refer at any point.

## Support for Parents

We offer a welcome session for parents of new students with SEND in the Autumn term. There are also coffee mornings and parent groups throughout the year.

## Outside agencies and Services— we work with the following services and voluntary agencies

- Educational Psychologist Services EPS
- SaLT (Speech and Language Therapy)
- OT (Occupational Therapy) & Physiotherapy
- Greenwich Sensory Services
- ASD Outreach
- Children's Services including Early Help
- CAMHS
- Greenwich Local Authority Inclusion team
- SENDIASS (Parent partnership)
- Voluntary Groups e.g. XLP Youth Workers / Citizens UK

