



ST PAUL'S ACADEMY

**STUDENT SUPPORT &
SAFEGUARDING**

**Induction for Parents and Carers
13th June 2018**

INCLUSION / SEND

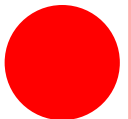
Key Staff

- Áine Allen – Assistant Principal: Inclusion
- Kim Nicholas – Safeguarding Lead
- Adrian Bond / Helen Loten – Assistant SENDCOs
- SEND team / Inclusion team / Learning Mentors / Behaviour team
- Outside Agency support (SALT / CAMHS / Counsellor / Careers / EP)



SEND SUPPORT / EMOTIONAL SUPPORT

- Range of needs across the academy / range of support
- SEND support typically delivered in small groups within lessons
- Emotional support – form tutors / RSLs / key workers / learning mentors
- Further information - **SEND Information Report**, available on the Inclusion Area on school's website

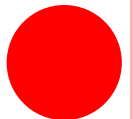


HOW TO FIND INFORMATION ABOUT SEND SUPPORT AT SPA

LEARNING ZONES



Home / Curriculum / Learning Zones / Inclusion



Inclusion

At St. Paul's Academy, we recognise that every student is an individual. We are committed to creating an inclusive environment where every student can succeed no matter what their starting point. The Inclusion team are experienced, resourceful and creative. We are constantly evolving to meet the changing needs of our students.

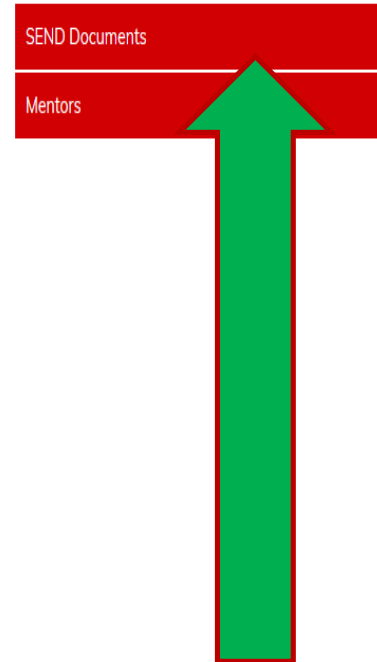
We provide routine support across the board and specialised assistance for those who need it. Our aim is to go beyond simply providing a safety net; instead we help our students to develop successful strategies for dealing with their current issues and to prepare them for issues that will inevitably come along in the future. In this way they can be happy in school, develop their full potential and go out into the world as well rounded young adults with the skills needed to be happy and successful citizens of the future.

Incorporated within the Inclusion Learning Zone are the Special Educational Needs and Disability team, the Mentors, Chaplaincy and the services regularly provided by the School Nurse, our Careers Officer, CAMHS link worker, Speech and Language Therapists and the School Counsellor. Staff from the Inclusion team also work closely with a range of other visiting professionals.

Emotional Needs

The Inclusion team work closely with students whose behaviour is affecting their own or others' learning and wellbeing, challenging as well as supporting them to enable improvement. This may involve one to one mentoring over a period of time, group work or in some cases, accessing specialist interventions. We also recognise the importance of working closely with parents, carers and relevant professionals in order to ensure that we are working together and supporting each other to achieve improvement for all. Parents are offered a range of support including coffee mornings, workshops and as many consultations as they need with relevant staff members or professionals.

Inclusion staff also support and deliver positive mental health, anti-bullying and resilience workshops for every student at the academy. We also work with voluntary groups and organisations e.g. Citizens UK and XLP. We encourage and support our students to take full advantage of all the amazing opportunities available to them across the



SEND Documents

New

SEND Documents

Mentors

SEND/Inclusion

Students with special educational needs including those with more complex needs are included in all lessons. They are supported in the classroom alongside their peers by subject specialist teaching assistants. Teaching and support staff are made aware of students' needs and are provided with appropriate advice and support strategies by the SEND team. Students are not withdrawn from lessons unless they are receiving specialist intervention from an outside agency e.g. physiotherapy. The needs of students with physical disabilities are met by specialist SEND support staff. As far as possible we do not advocate a one to one support policy.

Working with External Agencies

St. Paul's SEND Department also works closely with the following agencies: Speech and Language Therapy, Occupational Therapy, Physiotherapy, Greenwich MOVE Programme, Educational Psychology Services, Greenwich Sensory services (both hearing and Visually Impaired), ASD Outreach, School Nurse and Children's Services. Work ranges from one to one or group therapy sessions to strategy meetings and work with families. When students reach KS4, SEND staff provide Life Skills support though links with other subjects. The Head of Additional Needs oversees the provision of support given to students with additional needs across the academy.

Documents

[Accessibility Plan](#)

[Intimate & Personal Care Policy Jan 2017](#)

[Moving & Handling Policy Jan 2017](#)

[New Student's Booklet - SEND](#)

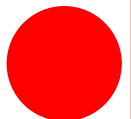
[SEN Information Report for Parents & Carers 2017-2018](#)

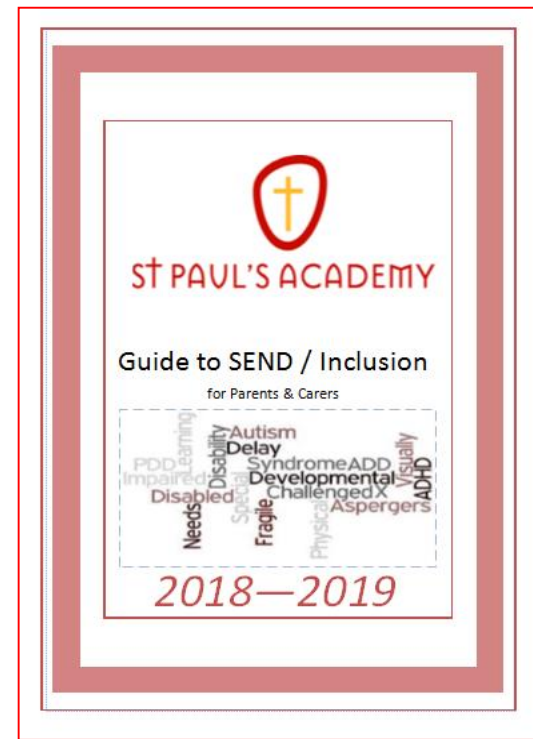
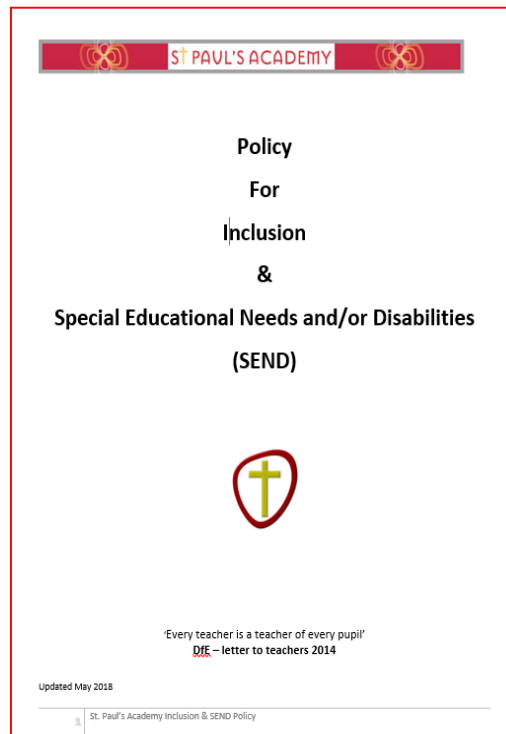
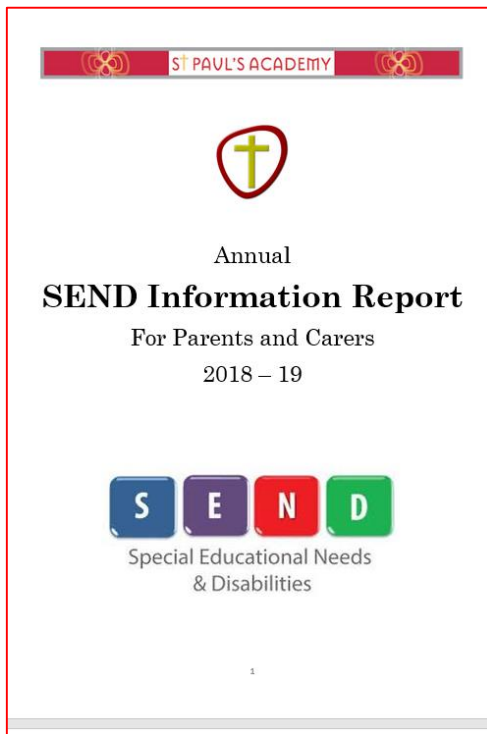
[SEND Guide for Parents and Carers 2017-2018](#)

[SEND & Inclusion Policy 2017](#)



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See also - Student guide to Inclusion

Look out for

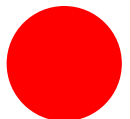
- Welcome Event for Parents & Carers of students with SEND (September)
- Coffee Mornings throughout the year



SAFEGUARDING YOUR CHILD

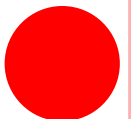
‘All children have the right to learn and grow, free from the burden of abuse and neglect.....It is our duty to ensure that children receive effective support, protection and justice.’ SPA Safeguarding Statement

- 24/7 - statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children both in *and* out of school
- SPA staff work together with the Greenwich Safeguarding Children’s Board (GCSB) and follow agreed procedures in accordance with key documents e.g *‘Keeping Children Safe in Education’* (DfE 2018)
- Effective working relationships with parents, carers, colleagues and sometimes outside agencies.



SAFEGUARDING YOUR CHILD

- We will always act in the best interests of the child
- There may be times when a child tells us about their life outside school which causes us concern, or a member of staff may share a concern about a student's wellbeing
- In some cases, concerns can be addressed by meeting with families and other key people involved in a child's life (support structures within school to help)
- In other cases, we may need to involve Children's Services or other agencies, including the police

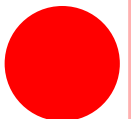


PHYSICAL CHASTISEMENT

We understand that different cultures have different approaches to parenting. This is **not** a defence in the case of a child being harmed through excessive discipline

The Law is clear

- **UK law protects every child up to the age of 18 years from cruel and abusive treatment by their parents and carers**
- Parents or Carers who cause deliberate harm to their child could face criminal prosecution
- It is against the law for anyone who is not the child's parent to use **ANY** form of physical punishment.



HOME – SCHOOL AGREEMENT

(PHYSICAL CHASTISEMENT)

School has a **statutory duty** to report physical chastisement incidents to Children's Social Care and the police may be asked to investigate.

This includes

- where an implement (e.g. belt, stick, slipper) has been used
- where the use of that force has resulted in visible injury;
- the use of prolonged physical stress positions (This is where children are placed in a position of discomfort for a long period of time)

For further information on statutory guidance, legislation and support please see

- The SPA Safeguarding & Child Protection policy on the school's website
- Greenwich Safeguarding Children Board website provides advice for parents and carers, including information on positive and effective disciplining methods

