



# **Worlebury St Paul's Church of England Voluntary Aided Primary School**

## **SEND Information Report**

**The purpose of our information report is to inform parents and carers about how we welcome, support and make effective provision for children with special educational needs and/or disabilities (SEND).**

### **Our School**

Worlebury St Paul's Church of England V.A Primary School is a mainstream, inclusive school. Christian values are an integral part of our school and are reflected in our school ethos. The school logo, designed by children highlights the four core values of our school; joy, love, care and peace. "These clearly have an impact on the children. They behave very well, are proud of all their school provides and make good progress in all aspects of their learning" (SIAS 2012)

Worlebury St Paul's Church of England V.A. Primary is a 210 place Primary School with an accessible site. Children play a formative role in improving aspects of school life and sensitively support each other in lessons and at play. The school works closely with families to support their children's learning. The school's links with outside agencies are strong and ensure that support is sought when necessary to enable children with special educational needs to achieve well.

We welcome value and respect the achievements of all children and we will always listen to and involve parents, carers and children in the planning and review of their provision.

### **What our parents tell us:**

Parents say 'It's an excellent school with lovely morals, standards and values'. As one parent noted, 'The care and kindness from all staff is excellent'. (Ofsted 2012)  
"Children and families experiencing difficulties or change are sensitively supported." (SIAS 2012)

### **What our children tell us:**

Children with SEND tell us about the 'caring' nature of the staff at Worlebury St Paul's Primary School. 'If you are sad or worried there's always a teacher to help'. One child said, "If you are new to the school the teachers help you settle in and you soon find a friend." (SIAS 2012)  
'The teachers are helpful in moving us forward.' (OFSTED 2012)

One child with SEN reported that he wanted his secondary school to support and understand him in the same way that Worlebury had.  
The children value the school's member of staff designated as the 'Listening Ear' 'just having someone to talk to really helps'.

The children say that they love Worlebury because 'everyone here is important and special'.

### **Our Staff**

Our fully qualified staff comprises Head Teacher, Deputy Head Teacher, Key Stage Two Phase Leader, Assessment Leader, teachers, HLTA (Assistant SENCo and Listening Ear) LSAs and SMSAs.

Their names are available on our school website.

### **Our Curriculum**

Worlebury follows the full EYFS, National Curriculum and Awareness Mystery and Values (Agreed syllabus for Religious Education).

We pride ourselves on having a creative, flexible and dynamic curriculum that is responsive to the needs of our learners. The learning culture encourages us all to create a strong sense of community, through building relationships with each based on respect, honesty and care.

The learning and teaching at our school is of a high quality, and is well planned and managed so that every child is supported and challenged. We promote deep, rich learning that develops, extends and broadens our children's thinking and imagination. We provide exciting, purposeful learning which is designed to meet the individual needs, levels and interests of all children in a safe, stimulating and nurturing environment. Educational visits, visitors to school and enrichment opportunities are essential elements of our creative curriculum.

### **Our policies**

Our policies are available to download from our school website or can be requested as hard copies from the school office.

### **Provision**

At Worlebury we recognise that there are a number of pupils for whom specialist intervention and support may be required. We have a SENCo and a Governing body that ensure and monitor SEND provision. We also have an Assistant SENCo who supports children and families who may be experiencing difficulties.

Across the school, children with SEND achieve as well as their peers. Adults provide personalised support that ensures learning activities offer just the right amount of challenge to spur pupils on.

## **What if I think my child has SEND?**

A child or young person has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**Ref: Special educational needs and disability code of practice: 0 to 25 years July 2014)**

You know your child better than anyone else, if you have any worries or concerns about your child speak to their class teacher. Alternatively speak to the school's SENCo or Assistant SENCo who will listen to your concerns and will find a way forward together for you and your child.

## **What will the school do?**

If the SENCo and your child's class teacher agree that your child has SEND, we will take a 'graduated approach' - this means a 'step-by-step' approach to supporting them. Extra provision and/or resources will be put in place to ensure that your child's needs are being met, attainment will be monitored carefully and outcomes shared with relevant staff. The possibility of further support, if needed, will be identified and we will seek advice from other professionals. You can be assured that you and your child's views will be sought and taken into account ensuring that you are fully involved with this process.

## **Behaviour**

Worlebury St Paul's Primary staff, parents and children have high expectations for behaviour in school and follow a Positive Behaviour System. We have a policy (available from our website) and guidelines which focus on rewarding positive behaviour. Children have been involved in developing this policy and comment that they think it works well. All children are encouraged to make good choices and inappropriate behaviours result in sanctions and consequences. "Incidents of bullying of any kind are rare and pupils express confidence in adults when they have a concern or are worried." (OFSTED 2012)

## **Progress**

We constantly monitor children's progress to ensure we are meeting their needs. We do this through:

- regular assessment of children's academic levels in reading, writing and mathematics
- reviews of IEPs and Provision Maps
- APP/Learning Diaries

## **Learning Environment and facilities**

Our site is well resourced with facilities which include:

- High specification classrooms
- outdoor learning areas
- children's cooking area
- indoor and outdoor sports areas
- The Den (learning resource base offering 'Listening Ear' time)
- Spaces for meeting with families and professionals
- High quality ICT
- Outdoor play and quiet time areas
- Community areas
- Spiritual areas throughout the school offering a place for quiet time and reflection

## **Working with and supporting our children's families**

We actively encourage a strong relationship between home and school and involve parents /carers as much as we can. All new reception children and their parents, carers are given the opportunity to engage in one to one conferencing.

Where possible, the school provides an open door policy for parents with concerns The SENCo and or SENCo Assistant has IEP review surgeries where you can discuss any issues, worries or concerns about your child.

## **Complaints**

We strive to build positive relationships with all parents and carers however, from time to time parents, carers or others connected with our school may have a concern they need to raise. We therefore have a clear complaints policy and procedures which aims to resolve any issues quickly and fully. Worlebury St Paul's complaints Policy is available on our school website.

## **The Local Offer**

**North Somerset's Local Offer will be available on their website in the Autumn.**

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

## **Contacting us**

Please contact us if you have any questions or need further clarification. We will always be willing to listen and provide answers or a way forward.

Head Teacher - Mrs Michelle Bamford

SENCo - Mrs Michelle Bamford

Assistant SENCo - Mrs Elaine Garland