

# Paddox Primary School

## Information Booklet for SEND and Inclusion



### Welcome to Paddox Primary School!

Please read this booklet for information about Inclusion at Paddox and how we meet the needs of our pupils.

Head Teacher – Ms Guymer – [guymer.k1@welearn365.com](mailto:guymer.k1@welearn365.com)

Governor for SEND – Adrian Higginbotham – [higginbotham.a@welearn365.com](mailto:higginbotham.a@welearn365.com)

What are those logos?



This is the Brambles logo. Brambles is our Specialist Resourced Provision (SRP) for children with Social, Emotional and Mental Health needs.



This is the Paddox logo found on uniforms and all around school.



This is the Warwickshire Early Years Inclusion Kite-Marking Scheme (WIncKS) Logo. We were awarded this in June 2021 and June 2022 as we were recognised as having an inclusive Early Years environment by the local authority.

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# The Inclusion Team at Paddox and their roles:

## Assistant Headteacher for Inclusion

Special Educational Needs and Disabilities Co-ordinator (SENDCo)  
Designated Teacher (DT) for Children who are Looked After (CLA)



**Mrs Farmer**

[farmer.i@welearn365.com](mailto:farmer.i@welearn365.com) 01788 726378

## Pupil Premium Champion



**Mrs Ayris**

## Assistant SENDCo



**Miss Thompson**

## Pastoral Manager



**Mrs Clarke**

## Stretch & Challenge Co-ordinator



**Mr Hickling**

## EAL Co-ordinator



**Mr Russell**

## Learning Mentor



**Mrs Fatania**

## Nurture Lead & HLTA for SEMH



**Miss King**

## HLTA for Medical Needs



**Mrs Wright**

## TA for SEMH Needs



**Mrs Allen**

# Special Educational Needs and Disabilities



## Hello!

My name is Mrs Farmer – I am the Assistant Headteacher for Inclusion at Paddox. Whilst I oversee a range of areas within school, a large part of my role is

### **Special Educational Needs and Disabilities Co-ordinator**

(often abbreviated to SENDCo).

As parents and carers, this can be an unfamiliar area, sometimes filled with jargon and acronyms! But that is where we are here to help. We've created this information report to hopefully answer questions you may have about your children and any potential additional needs they may be experiencing.

## Questions this section of the booklet aims to answer:

### 1. What are Special Educational Needs or Disabilities?

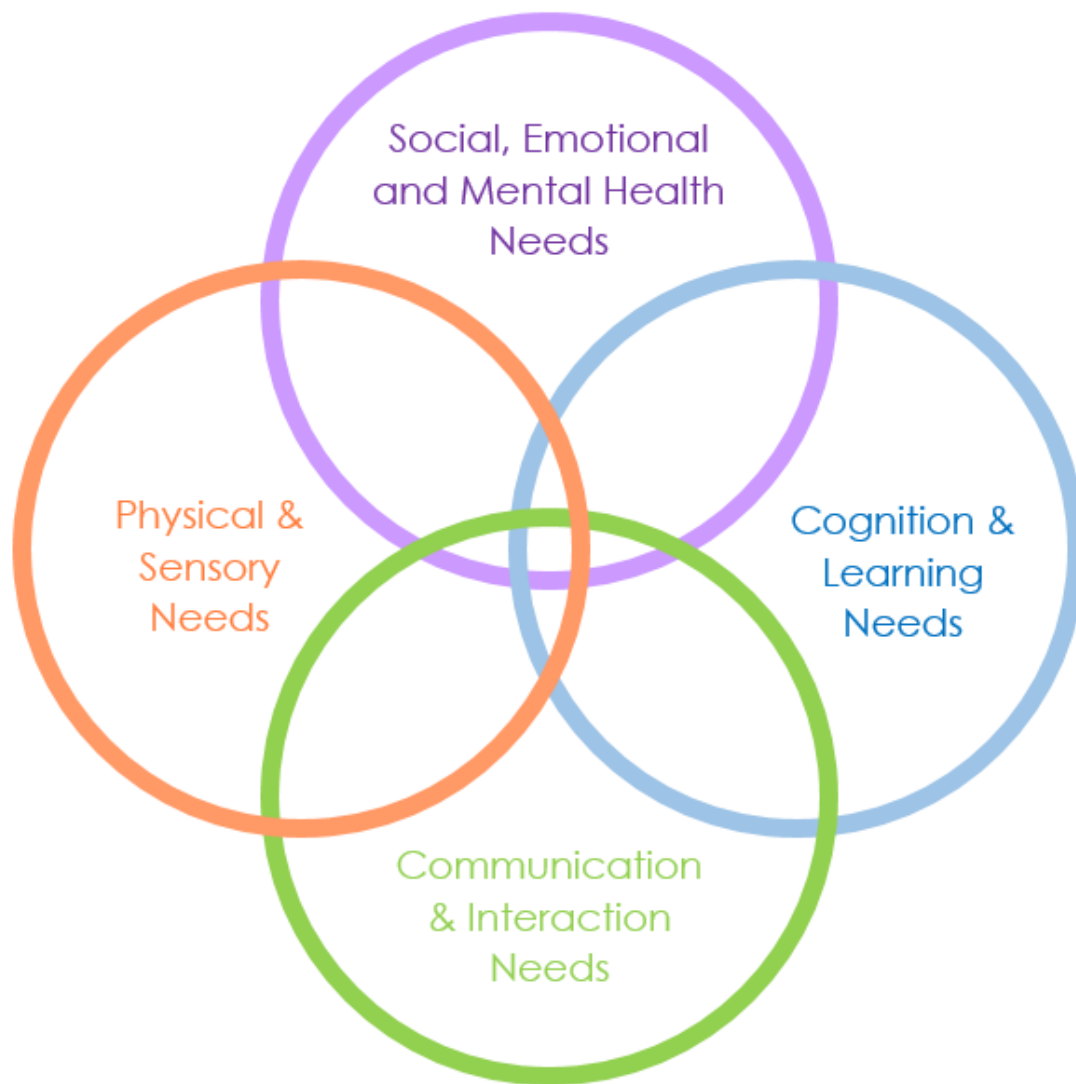
The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

Learning difficulties or disabilities may be causing one of our pupils to make less progress than that expected of their age group, and therefore their additional needs must be addressed and provided for. ‘Special educational provision’ means the additional support put in place by staff at school to help remove any ‘barriers’ to learning and support them with any learning difficulties they are experiencing.

Additional needs can be grouped into four main areas, but there's a huge variety of needs within them! They can also overlap and affect each other.

The diagram on the next page outlines the broad areas of additional needs:



For example, your child might have a Speech and Language difficulty (which would be within '[Communication and Interaction](#)'), but it causes them to find spelling (which comes under '[Cognition and Learning](#)') tricky as a result because they are confusing the sounds within words.

Another example might be that your child is experiencing some anxiety or emotional dysregulation (which would fall within '[Social, Emotional and Mental Health](#)') causing them to require sensory regulation or movement breaks (which can be categorised within '[Physical and Sensory](#)').

It's a huge range! And can sometimes be tricky to navigate. Please don't hesitate to ask Mrs Farmer or Miss Thompson about any difficulties within the areas of need you think your child is experiencing.

## 2. How will the school know if my child needs extra help?

Termly pupil progress meetings take place with the Headteacher, Class teachers and SENDCo to discuss the outcomes of summative assessments in order to track all of our pupils' progress.

We aim to quickly intervene where gaps are highlighted in pupils' learning, and this may take the form of a 6 week block of a formal intervention programme or informal support from the class teacher or other members of staff. Formal interventions are reviewed following the completion of the programme. If your child has not made expected progress, you will be invited to meet with their class teacher and the SENDCo to discuss whether they might require ongoing, additional support and whether placing them on the SEND register would be appropriate.


## 3. How will you let me know if you have a concern about my child?

There are opportunities for all parents/ carers to discuss their child's progress with the class teacher twice per year, with reports being written in the summer term.

Class teachers will monitor progress and behaviour; if they have any concerns about an individual child, they will raise them with the SENDCo. A discussion will take place and if necessary, extra support or intervention will be provided. You will be notified by the teacher requesting a meeting with the parents/carers (see the **SEND policy Section 6** for more detail). If appropriate, outside agencies may be consulted with your agreement.

Sometimes teachers may telephone you to discuss their concerns or to arrange a meeting. Alternatively, concerns may be raised at parent/teacher meetings, or by e-mail.

## 4. What should I do if I think my child has SENs or Ds?



Please don't hesitate to contact someone at school if you have any concerns!

**Early identification is vital** for all involved, and especially for your child.

In the first instance you should arrange an appointment to discuss your concerns with the class teacher.

If you are still concerned, you should arrange to make an appointment with the SENDCo (Mrs Farmer – 01788 572340 or 01788 726378 – [farmer.l@welearn365.com](mailto:farmer.l@welearn365.com)).

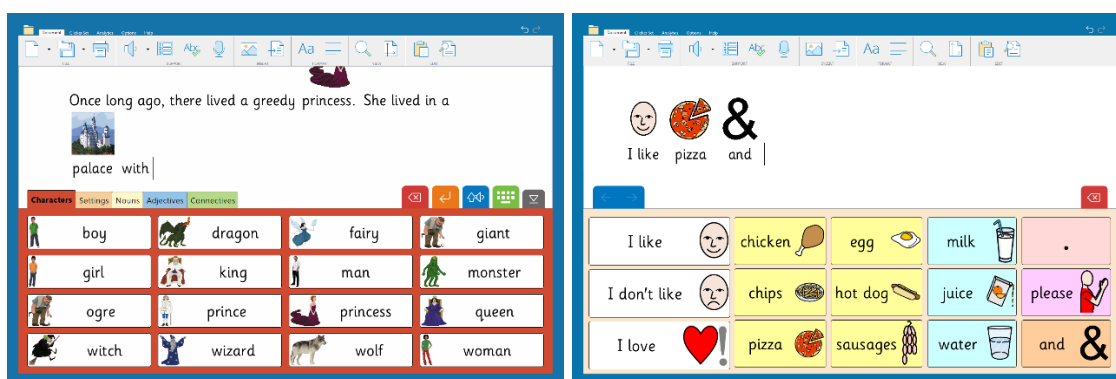
## 5. How accessible is the curriculum for pupils with SEND at Paddox?

At Paddox, **every teacher is a teacher of SEND.**

Paddox has established a 'communication friendly environment', providing adaptations to the learning environment where necessary for the individual needs of our pupils. Each classroom is required to have a visual timetable and curriculum vocabulary displayed clearly, which supports our pupils' anxiety levels and their ability to recognise and recall language respectively.

All learning tasks are differentiated and broken down where required, and each class currently has an additional adult who can provide 1:1 or small-group support for children when they need it.

Paddox has recently invested in Clicker 8 and Clicker Writer (for iPads), a learning app designed to support the accessibility of reading and writing tasks and which promotes independence of pupils who may struggle to put their thoughts into words effectively. This app can be accessed at home too.



*Screenshots from Clicker 8 on a laptop.*

Where a pupil is struggling to access the curriculum independently, additional measures and strategies are discussed and put into place (as outlined in the SEND Pathways). For example, they may be identified to take part in a targeted intervention to support the development of a particular skill.

## 6. What provision is in offer at Paddox to support my child?

Paddox is a mainstream primary school with a policy for inclusive provision to meet its pupils' individual needs. We follow graduated approaches, known as our 'SEND Pathways', for all four of the broad areas of Special Education Needs and Disabilities.



Paddox Primary School

## Cognition + Learning Pathway

**Cognition and Learning** encapsulates an extensive range of needs that affect our pupils' ability to learn at the typical pace of their year-group peers.

Once we have identified a pupil with a learning difficulty, we follow this **pathway**:

### Level 1: Universal Provision

*This is support provided by all teachers and teaching assistants.*

It includes, but is not limited to:

Broad and balanced curriculum    Differentiated tasks  
Quality-First Teaching    Target Setting    Scaffolds/Writing frames  
Regular reviews of targets following assessments  
Identifying and removing any barriers to learning

### Level 2: Targeted Provision

*This is support that is **targeted** and **specific** to a pupil's learning needs.*

Targeted support including, but not limited to:

Provision from SENDCo strategy sheets implemented.  
Intervention to focus on a specific skill, eg. spelling.  
Supported in adult-led group lesson tasks.  
Annual programme of targeted interventions.

### Level 3: Higher Needs Provision

*This is **learning support** recommended by a **specialist professional**.*

Outside agency	Support including, but not limited to:
Specialist	Single Needs Assessments and detailed advice/strategies for class teachers.
Teacher Service	Cognitive Assessments and detailed advice/strategies for parents and teachers.
Educational Psychologist	

Running alongside these levels, we consider the following **priorities** when allocating pupils to a provision:

### Priority 1:

Pupils with an EHCP and identified C+L needs.

### Priority 2:

Pupils on the SEND register with C+L needs.

Pupils on the PP register requiring C+L support.

### Priority 3:

Pupils 'working within' the bottom 20% of their year group.

Pupils working outside of their PAG.

Class teachers are expected to use the **SEN strategy sheets** to address any needs they think a child might have.

After implementing and reviewing the strategies, the class teacher makes a referral to the SENDCo.

If the SENDCo feels it is necessary, a referral to an **outside agency** will be made.

Termly **Pupil Progress Meetings**, attended by the SENDCo, ensure that all pupils are discussed and any additional needs that have not been previously been highlighted are addressed.



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## Communication + Interaction Pathway

Once we have identified a pupil with a communication or language difficulty, we follow this **pathway**:

### Level 1: Universal Provision

*This is support provided by all teachers and teaching assistant.*

It includes, but is not limited to:

Visual timetable	Broken-down instructions	Word Banks
Aided language displays	Clear speech	Social Stories
Picture and Word mats	Talking Tins	iPad for dictation



### Level 2: Targeted Provision

*This is support that is **targeted** and **specific** to a pupil's communication or language needs.*

Targeted support including, but not limited to:

SALT intervention (from SALT and SALT assistants) delivered by TAs. Time to Talk intervention. Social Skills and Understanding intervention. Spelling, Reading or Writing support for Hearing or Vision Impairment.
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### Level 3: Higher Needs Provision

*This is **learning support** recommended by a **specialist professional**.*

Outside agency	Support including, but not limited to:
Specialist Teacher Service (STS)	Communication and Interaction support for children with ASC and the Vision Impairment Team.
Speech and Language Therapist	Weekly sessions with a SALT assistant. Annual reports and visits from a SALT.
Integrated Disability Service (IDS)	Hearing and Complex Needs Team to provide strategies and support for children with hearing loss.

**Communication and Interaction** encapsulates speech, language and communication needs (SLCN). Children with SLCN may struggle with forming or hearing correct speech sounds, or recognise language used by others.

Running alongside these levels, we consider the following **priorities** when allocating pupils to a provision:

#### Priority 1:

Pupils with an EHCP and identified C+I needs.
Pupils new to reception who didn't attend preschool/nursery.
Pupils with an autism diagnosis.
Pupils with a sensory impairment.

#### Priority 2:

Pupils on the SEND register with S+L needs.
Pupils awaiting an autism diagnosis.

#### Priority 3:

Pupils requiring general support with 'social interactions' but with no specific identified SLCN.
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It is likely that children with SLCN are identified at preschool prior to starting at Paddox, however if they didn't attend Nursery then reception staff will need to identify a SLCN and alert the SENDCo as soon as possible.

If necessary, a referral to a **Speech and Language Therapist (SALT)**, **STS** or **IDS** will be made by the SENDCo.

**Social, Emotional and Mental Health** encapsulates a range of needs that affect our pupils' ability to regulate their emotions and behaviour. They show 'inappropriate' responses to the emotions they are feeling.

Once we have identified a pupil with an SEMH need, we follow this **pathway**:

**Level 1: Universal Provision**

*This is support provided by all teachers, teaching assistants and midday supervisors.*

It includes, but is not limited to:

Emotion Coaching + PACE approach      Classroom Toolkit  
Jigsaw PSHE Lessons      In-Class Friendship Repairing  
Attachment-Aware Behaviour Policy



**Level 2: Targeted Provision**

*This is support provided by a member of the Paddox Pastoral Team.*

Delivered by:	Example interventions
Mrs Clarke Miss Mills Mrs Fatania	Art Therapy, Drawing + Talking, Anxiety Support, Anger Support, Separated Families, Transition Support, etc.



**Level 3: Higher Needs Provision**

*This is therapeutic support provided by a trained professional.*

Delivered by:	Therapy
Reanne Texeira	Play Therapy
Maria Robinson	New Level Therapy (counselling)
Nurture-Trained staff	Saplings Nurture Group

Running alongside these levels, we consider the following **priorities** when allocating pupils to a provision:

**Priority 1:**

Pupils with an EHCP and identified SEMH needs.
Pupils at risk of exclusion.
Pupils who are CLA, CIN or have social care involvement.

**Priority 2:**

Pupils on the SEND register with SEMH needs.
Pupils on the PP register requiring SEMH support.
Pupils who are previously looked after.
Pupils whose families are open to Early Help.

**Priority 3:**

Pupils with historical social care involvement.
Pupils involved with Encompass Alerts.
Pupils demonstrating highly infrequent, or 'one-off' episodes of emotional dysregulation.

Phase Leaders, who are responsible for pastoral needs in their phases, meet weekly with the Assistant Head Teacher for Pastoral Support.

Members of the Paddox Wellbeing Team then meet every week to identify and discuss in detail any new cases, as well as reviewing those currently receiving SEMH support. Referrals to our **Pupil Support Worker** are made if children are at risk of exclusion, and a **Pastoral Support Plan** is written.

Referrals to **outside agencies**, such as the Educational Psychology Service and RISE, are often made when pupils require access to Level 3 provision.



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## Physical + Sensory Needs Pathway

Once we have identified a pupil with a sensory or physical need, we follow this **pathway**:

### Level 1: Universal Provision

This is support provided by all **teachers** and **teaching assistants**.

It includes, but is not limited to:

Writing Slopes   Finger Spacers   Fiddle Toys   Chew Toys  
Wobble/Air Cushions   Therapyutty   Squishable Aids  
Therabands for chairs   In-Class Movement Breaks



### Level 2: Targeted Provision

This is support that is **targeted** and **specific** to a pupil's physical or sensory needs.

Targeted support including, but not limited to:

Access to Sensory Circuits.  
Specified/time-tabled out-of-class movement breaks.  
Vision Impairment software.  
Dyslexia tools and software (eg. Nessy)  
MOVES intervention  
NHS Fine Motor Skills OT intervention



### Level 3: Higher Needs Provision

This is **support** recommended by a **specialist professional**.

Outside agency	Support including, but not limited to:
Specialist Teacher Service (STS)	Sensory Assessment Screen can be requested. Support from the Vision Impairment Team.
Integrated Disability Service (IDS)	Support from the Hearing and Complex Needs Team. Support for children with complex P+S needs, eg. Down Syndrome.
Occupational Therapist	Sensory Assessment available at a cost, and support with fine and gross motor skills.
Physiotherapist	Support with any physical/mobility needs or impairments.

**Physical and Sensory Needs** encapsulates any conditions where the pupil is unable to access the school environment without additional support. For example, they might have a sensory impairment (vision/hearing loss) or processing need (related to their autism) or a physical disability.

Running alongside these levels, we consider the following **priorities** when allocating pupils to a provision:

#### Priority 1:

Pupils with an EHCP and identified P+S needs.  
Pupils with a diagnosed mobility or sensory impairment.  
Pupils diagnosed with ADHD or autism.

#### Priority 2:

Pupils on the SEND register with P+S needs.  
Pupils awaiting an ADHD or autism diagnosis.

#### Priority 3:

Pupils demonstrating a specific, infrequent sensory need.  
Pupils recovering from a temporary mobility need (eg. broken bone).

It is likely that children with a long-term physical or sensory need will be supported by NHS specialists who will advise us on how best to support our pupils in the school environment.

After consideration of your child's needs – see the SEND Pathways – we will determine a best fit intervention. This may be delivered within a small group of children with similar needs or within a 1:1 situation.

The SEND-specific interventions we currently offer on a half-termly rotation at Paddox are:

- Numicon –Breaking Barriers in maths
- M.O.V.E.S. from the NHS Physiotherapy Service
- Occupational Therapy programme from the NHS OT Team
- Phonics
- Precision Teach
- Inference Training for reading comprehension
- Nessy – an online programme for phonics and spelling
- Speech and Language Therapy as directed by the NHS SALT team
- Tailored support for pupils' social, emotional and mental health needs (see SEMH pathway)
- 'Sensory Circuits' at the start of the school day

For children with EHC Plans, we offer a range of tailored support as outlined in their plans. For example, some children are learning to touch type, whilst some are learning to use technology to overcome significant difficulties with spelling and writing.

There are also a range of adjustments that we can make to help your child feel calmer, more settled and better able to access the learning in their classroom. For example, a slightly different routine at the start or end of the day, a named key adult to check in with, or an adult to meet them at the door in the mornings. We also provide equipment such as: sensory fiddle toys, writing slopes; pencil grips; ear defenders; privacy boards; now and next boards.




Some children struggle with changing Year groups or school. In order to support with this, we provide social stories, additional visits to the new class/ classroom or teacher and where appropriate the new school. We make time and space for the children to share their worries with trusted staff and ensure thorough handovers between Paddox staff and staff from the new school. All paperwork is transferred promptly, including electronic files.

## 7. If my child has been added to the SEND register, how will school inform me of the support they receive and the progress they make?

Children who have been identified as having a Special Educational Need or Disability will be put on the school's SEND register. All children who are on the SEND register will have an IEP (Individual Education Plan) or Pupil Passport, as appropriate, which will have specific targets for your child and the ways in which your child will be supported to achieve these.

It will also detail the interventions or support strategies that help your child access learning effectively. These are discussed with parents and parental views taken into account.



Individual Learning Plan for **Pupil/class** - Paddox Primary School - 7

### Individual Learning Plan for

PUPIL NAME

( Class )

—

Stage: **K**

Date of birth:   Gender: **Male** Year group:   Class:  

Start date: 6/9/2021 Review date: 29/11/2021 Teacher:  

**Areas of concern:**   has difficulties with fine motor skills; writing, cutting, balance. He struggles to begin activities in the classroom and struggles to access all activities, especially those that involve writing.

**Areas of strength:**   is a very friendly and enthusiastic boy who has brilliant ideas. He shows a good understanding of concepts covered through his answers but struggles to record these ideas.

Writing Stage:   Maths Stage:   Reading Stage:   Reading Age:

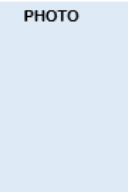
**PHOTO**

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Handwriting	To ensure his handwriting is consistent and legible.	To form his letters with even pressure and greater accuracy.	Occupational Therapy Group 3 x weekly.  Daily handwriting using letter formation sheets.  Use of yellow highlighter pencil to help <span style="background-color: #D9E1F2; padding: 0 20px;"> </span> to control the size of his letters.  Pencil grip.  Wide pencil to help grip.  <span style="background-color: #D9E1F2; padding: 0 20px;"> </span> to select larger tools to write with e.g. brush on whiteboard to practice letter formation.	<div style="background-color: #D9E1F2; width: 100px; height: 100px; margin: 0 auto;"></div>

*An example page from an anonymised IEP.*

**Pupil Passport - Paddox Primary School** Date: 6/9/2021

Teacher: [redacted]

<b>PHOTO</b> 	<b>PUPIL NAME</b> Date of birth: [redacted] Year group: [redacted] Class: [redacted]	<b>My interests</b> <ul style="list-style-type: none"> <li>• I like to play with my friends.</li> <li>• I like to colour.</li> <li>• Reading using Bug Club - I've read over 30 books already!</li> </ul>	<b>My friends</b> <ul style="list-style-type: none"> <li>• My best friend is: [redacted]</li> </ul>
<b>I can struggle with:</b> <p>Walking for long distances because I am hypermobile.</p> <p>Achy legs - they start to hurt if I'm walking or running for too long.</p> <p>Writing - if I'm doing a long piece of writing, my hands really hurt because of my hypermobility, so I benefit from using an iPad or laptop to type instead. I have pencil grips, and need to be reminded to use them.</p> <p>Reading, but I do enjoy it at school!</p>		<b>Key staff:</b> <ul style="list-style-type: none"> <li>• [redacted]</li> <li>• [redacted]</li> <li>• [redacted]</li> </ul>	<b>Summary of Needs:</b> <p>I have hypermobility, which means I can't walk or run for long periods of time. My legs start to hurt and I need a rest.</p> <p>I will need to use my teacher's iPad, or one of the SEND laptops, to complete long pieces of writing because my hands hurt when I grip pencils for a long period of time.</p> <p>I can sometimes struggle with leaving school, and using fiddle toys or squishy toys help me remain calm.</p>
<b>Summary of Medical Need:</b> <p>I am allergic to [redacted] and I can't eat products containing [redacted]</p>			

*An example of an anonymised Pupil Passport. This can be shared with all staff who support your child to let them know important information and strategies.*

Class teachers will meet with you twice a year at a Parents' Evening to share a review of your child's IEP and the progress your child is making towards their targets. When appropriate, termly IEP review meetings can take place with outside agencies in attendance.

If the teacher has concerns about your child's progress, then they may arrange to speak with you at a separate time to share their concerns. Involvement of outside agencies in regard to SEND will only happen with your permission.

## 8. How do you decide what type of support and how much support my child will receive?

Please see the SEND Pathways and Section 6 of the Paddox SEND Policy for details of how we allocate support and interventions based on the needs of our pupils.

We have organised our interventions into timetables across the school year so that the children are not in too many interventions at the same time.

Our formal intervention programmes take place in small group interventions or on a 1:1 basis. The children are grouped according to their needs and year group or phase so that timetables can be coherent.

## 9. How will my child be included in activities that take place outside the classroom?

Paddox is committed to offering an inclusive curriculum to ensure the best possible progress for all pupils whatever their needs or abilities. (See Access Plan – Appendix 5 to the SEND policy <https://www.paddoxprimary.com/page/?title=Policies&pid=12>)

Where appropriate, children with SEND are supported with a designated adult at break times and lunchtimes. All children have equal opportunity to join after school clubs and participate in all aspects of school life, including trips. Special provision e.g. extra adult support and transport, according to a child's needs may be made to cater for this.

## 10. How will my child know if they are doing well?

The views of pupils' on the SEND register with an IEP or EHCP is an integral part of the termly 'review' process. They are given regular opportunities to express what they think is going well, what skills they would like to improve, and what they believe they need more support with.

All children have literacy and numeracy targets and teachers acknowledge successes against these. Successes may also be acknowledged with stickers or in celebration assembly.

Our marking policy is well received by children and it clearly allows them to self-assess and reflect on their own learning as well as having successes acknowledged and points for improvement given.

## 11. What should my child do if they have a worry or concern at school?

They should tell their teacher or teaching assistant. If your child does not want to talk to an adult in front of others they can use the 'peg system' in each class. This tells the class teacher that the child would like to talk to them in private.

It may give your child the opportunity to talk to our Pastoral Support Manager, the SENDCo, or an adult in their 'network', identified through the Protective Behaviours programme and Jigsaw PSHE lessons.



## 12. What support is in my place for my child's overall wellbeing?



*Mrs Clarke is here to provide direct 1:1 pastoral support for our children and families.  
Mrs Fatania can help signpost you as parents and carers to external avenues of support.  
Miss King is our Nurture Lead (maternity cover) and runs Nurture for EYFS pupils and Saplings.  
Mrs Allen works with Mrs Clarke to provide direct 1:1 pastoral support for our children.*

Paddox is committed to supporting the holistic development of your child. Their emotional well-being is as important as their progress towards targets. With this in mind, we have a Pastoral Team, including the Headteacher, the Assistant Headteacher for Pastoral Support, the SENDCo, the Pastoral Support Manager, the Pupil Support Worker, the Learning Mentor and the TA with a specialism in Nurture and SEMH needs. They are available to work with identified children and they collectively oversee the emotional well-being of the children.

If you have a concern about your child's emotional well-being you may e-mail or make an appointment to talk to her or your child's class teacher.

Other strategies, also outlined in the **SEMH pathway**, are: Specialist Teacher Service support, Circle of Friends Intervention, 1:1 support at break and lunch times, support from the Educational Psychologist Service, or services under RISE. The Early Help process may be initiated with the family's consent.

PSHE and SMSC is delivered through a cross curricular approach using the Jigsaw programme. Protective behaviours programme is in place for all children in school. All children will access the Forest School and Life Skills experiences during the year

## 13. How can I support my child at home?

In addition to Nessy and Clicker home access, strategies will be shared with you at parent meetings about how you can support your child at home.

For individual children, where appropriate, there may be home/school liaison books for reading, behaviour or other additional needs. If you have any concerns about supporting your child, then please make an appointment to see your class teacher who will be happy to help you with ideas.

#### 14. What training have staff received to support SENDs?

Paddox is committed to on-going training in regards to SEND. All staff working with a child who has an EHC Plan receive regular support from the appropriate specialists and outside agencies.

In addition to this, specific training for individual staff or groups of staff has included: Autism; Anxiety; Makaton; ADHD; Complex needs; Down Syndrome; Dyslexia; Lego-Based therapy; Attachment; Emotion Coaching + the PACE approach; Sensory Processing; Physiotherapy; Nuffield Early Language Intervention; WellComm Speech and Language toolkit; Time to Talk; Talking Partners; and Early Help facilitation. Several members of staff have been trained by the Nurture Group Network during the academic years 2018/19 and 2019/2020.

Both Mrs Farmer and Miss Thompson have completed the PG Certificate National Award for Special Educational Needs Co-ordination (NASENCO).

If a pupil requires significant support for a specific need, the Inclusion Team liaise with and seek expertise and strategies from external professionals.

Mrs Farmer attends half-termly Gateway Network training, including the ADHD and Dyslexia conferences, and provides regular in-house staff training on intervention programmes, including but not limited to: Numicon; Precision Teach; scaffolding learning in the classroom; and effective use of technology to support additional needs.

#### 15. What specialist services and expertise are available or accessed by the school?

The school subscribes to a range of specialist teachers from the Local Authority Services, including:

- Specialist Teacher Service (STS) which includes:
  - Communication and Interaction specialists
- Integrated Disability Service (IDS) which includes:
  - Complex Learning team
  - Specific Language team
  - Visual Impairment team
  - Hearing Impairment team

In addition, the school subscribes to the Educational Psychology Service (EPS), and works with a range of professionals including: Significant Adult Provision, Speech Therapy Service; School nurse, Counsellors & CAMHs/ RISE, Occupational Therapy and Physiotherapy Service.

Paddox also subscribe to two private specialist agencies; Mosaic Psychology (Educational Psychologists) and SEND Supported (specialist teachers).

The Specialist Teaching Service can carry out a range of assessments, including but not limited to:

- Maths Assessment for Learning and Teaching (MALT)
- York Assessment for Reading (YARC)
- British Picture Vocabulary Scale (BPVS)
- GL Assessment Literacy Portfolio (This does not diagnose Dyslexia, it is an assessment of a range of literacy skills).
- Sensory Screening

#### 16. How do you evaluate the impact of the provision in place at Paddox?

All interventions are reviewed on a half-termly basis using entry and exit assessments. Their impact is also measured against the amount of progress made from their Key Stage 1 assessment scores up to their current attainment, in addition to any targets outlined in their IEPs. If entry and exit data analysis shows that children are not making expected progress, then pupils are placed in alternative interventions matched appropriately to their needs.

#### 17. If my child has an EHC (Education, Health and Care) Plan in place, how will I know how effective it is?

In addition to termly reviews, a child who has an EHC Plan will have an 'Annual Review' to review their progress against the identified objectives.

As well as parents/ carers, the class teacher and teaching assistant, the SENDCo, the Headteacher, and all agencies involved in working with your child will be invited. The meeting will be arranged at a mutually convenient time. The meeting will summarise the effectiveness of the previous year's work as well as discussing appropriate next steps and strategies.

Your child's annual review is an opportunity to discuss whether Paddox remains the best placement for them. If you are thinking about changing your child's school place, you do not have to wait for their annual review. Please contact the SENDCo to discuss your concerns and plan a way forward.

## 18. How accessible is the school building?

Paddox is a 3 form entry primary school, which has expanded recently from 2 forms of entry. There is wheelchair access to all floors via a lift, and there are disabled toilets with ground floor access.

Where children require additional support with emergency evacuations, a Personal Emergency Evacuation Plan (PEEP) is written. This may be to support a hearing/visual impairment or mobility need. PEEPs are reviewed annually by the SENDCo.

Please see Appendix 5 of the Paddox SEND Policy for the school's Accessibility Report.

## 19. Where can I find information about the Local Authority's (Warwickshire's) Offer?

Warwickshire have recently launched a new monthly newsletter, previously known as SEND Voice. Links to the latest newsletters can be accessed via the Local Authority's offer for Special Educational Needs and Disabilities page below.

Here is the link to the Local Authority's offer: <https://www.warwickshire.gov.uk/send>

For additional information, visit SEND Information and Support Service (SENDIAS): <https://www.kids.org.uk/warwickshire-sendias-front-page>

## 20. Where can I find information about the support for pupils with medical needs?



Mrs Wright (HLTA for medical needs), supported by Mrs Farmer and Mrs Hewer, ensures the medication in school is up to date and we have the most accurate information for our children.

We have a separate policy for supporting children with medical needs. It is available on this page of the website:

<https://www.paddoxprimary.com/page/?title=Special+Educational+Needs+and+Disabilities+%28SEND%29&pid=529>

# Pupil Premium



This is Mrs Ayris.

She is the **Pupil Premium Champion** (often abbreviated to PP Champion). She ensures all children who are entitled to Pupil Premium or Pupil Premium Plus (PP+) funding are in receipt of additional support of some form throughout the academic year.

## Questions this section of the booklet aims to answer:

### 1. What are the different 'types' of Pupil Premium and what can it be used for?

Schools in England can receive a set amount of funding per financial year to put a range of support strategies or enrichment opportunities in place for your children if they are eligible for Pupil Premium.

Pupil Premium can be split into different 'types':

**Free School Meals** (FSM) → Pupils eligible for FSM can receive PP Funding.

**Ever 6** → Pupils who have been eligible for FSM within the last 6 years can receive PP Funding.

**Services** → Pupils whose parents are serving in the armed forces can receive PP Funding.

**CLA/CPLA** → Children who are Looked After or Previously Looked After can receive PP Funding.

## 2. I think my child is eligible for this funding - how do I apply?

Your child may be eligible for this funding if:

- They are in EYFS or KS1 and your household income is a certain amount.
- They are in Year 3 or above but still entitled to Free School Meals.
- They were previously in care, and are now adopted by you, under a Special Guardianship Order (SGO) or a Child Arrangements Order (CAO).
- They are currently in the care of a Local Authority (and they may be in a foster placement with you).
- You or your partner are serving in the Armed Forces.

To check eligibility, go to the Warwickshire portal and apply for Free School Meals:

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

## 3. What is the difference between PP and PP+?

Pupil Premium Plus is available to Children who were Previously Looked After (CPLA) and Children who are Looked After (CLA).

Please see the next section for more information.

# Children who are Looked After



Another part of my role is the **Designated Teacher for Children who are Looked After** (often abbreviated to DT for CLA). I also oversee support for children who were previously in care.

## Questions this section of the booklet aims to answer:

### 1. What is in place at school to support pupils who are in care?

Every child who is looked after has a Personal Education Plan (PEP) in place. This plan contains a set of individualised targets agreed at termly meetings between the school, the children, the carers and the social workers.

At Paddox, CLA are prioritised for Higher Needs/Specialist intervention (see the SEND pathways), even if they are not on the SEND register.

We work very closely with parents, carers, social workers, the Virtual School and external agencies to ensure the children's needs are met.

### 2. As carers and social workers, how will we be informed of the progress of the children in our care?

At the termly PEP meetings a formal update of progress will be shared, however CLA will still have parents' evenings and reports at the same points of the year as all other pupils.

### 3. What external agencies are available to support the children in our care?

The social workers and Virtual School will be able to provide an extensive list of external support agencies, however CLA have access to all the same agencies as other pupils. At school, this may include our Play Therapist or Counsellor.

# English as an Additional Language



This is Mr Russell.  
He is the  
**English as an Additional  
Language Co-ordinator**  
(sometimes  
abbreviated to EALCo).

What is in place to support my child who does not have English as their first language?

Support for pupils with EAL can look very different depending on where they are at with their language skills, so the first thing we do is complete a language assessment.

Currently, we complete a basic language skills assessment to identify which areas of language they may require support with. Then, intervention to support these skills is implemented. The assessments are appropriate for children who are new to the country too.

We follow advice from the Bell Foundation for how to ensure adequate provision is in place for all children to access the learning environments. All classrooms have:

- Visual timetables with pictures to demonstrate what lessons or activities are taking place and when.
- A collaborative approach to learning with lots of partner-talk encouraged.
- Scaffolded and modelled activities for pupils who need additional support.

Classrooms can be further adapted to support language needs through the following ways:

- Access to translator applications to support the understanding of activities.
- Graphic organisers for topic lessons – pictures are matched to vocabulary.
- Bilingual dictionaries are available around school.
- Flashcards can be sent home for language practice.

# Stretch and Challenge



This is Mr Hickling.  
He is the  
**Stretch and Challenge**  
**Co-ordinator.**

What is in place to support my child's high aspirations and ensure they are reaching their potential?

One of Mr Hickling's roles at Paddox is to build links with the local community, including secondary schools, universities and colleges, to provide our learners with enrichment opportunities.

Since September 2021, our pupils who have been identified as requiring significant 'Stretch and Challenge' activities have accessed specialist interventions led by teachers during the Autumn term, including Science, Maths and Writing sessions.

Our pupils are given opportunities to share their hobbies and interests that they have outside of school, and are welcomed to bring in any achievements for celebration assemblies or class assemblies.

**We hope your questions have been answered in this booklet. If not, please let us know!**

## **What do I do if I am dissatisfied?**

In the first instance, speak to the Assistant Headteacher for Inclusion about your concerns.

If you feel a solution has not been reached, you should speak to the Headteacher. Contact details are available at the start of this document.

Following that, you should follow the school's 'Complaints procedure'. A copy is available on the school website: <https://www.paddoxprimary.com/page/?title=Policies&pid=12>