



SEN REPORT

September 2020

Funding

Distribution

St. Paul's received £38,048.00 during 2019-20. The funding provided additional adult support to the pupils with Education and Health Care Plans (EHCPs). We ensured that each child received the amount of support which had been specified in the plan to meet their needs. We also believe that pupils need opportunities for them to develop their independence where appropriate and factored this into the timetable.

Each year, the Head Teacher, Assistant Head & SENCo look at the needs of the children and funding available. We then create a plan and allocate staff according to their experience, ability and training. This ensures all of the pupil's needs are met to a high standard.

Keystage	Funding received	Details of spending	Type of support
KS2	16,552.60	6 x Teaching assistants	Individual & group learning support and where required during lunchtime and play times.
KS1	12,759.30	2x Teaching assistants	
EYFS	8,736.09	2x Teaching assistants	
Total	£38,048.00		

Recruitment & Training

St. Paul's strives to employ staff who are highly qualified and experienced in a variety of areas. We seek to appoint members of staff who fulfil the needs and requirements of the school and pupils. If training needs are identified we provide support in-house, where possible, and through external providers.

St. Paul's provides regular training for the staff team. Statutory training is recorded and reviewed and updated when required to ensure all training is up to date. Where needs are identified, such as a medical need the SENCo arranges training to ensure needs are met. For example, staff are trained annually to administer an Epi-pen when required should a child suffer from anaphylaxis.

Resources

Resources are purchased on a needs basis. We effectively use resources so that they can be used for a range of pupils. Where resources are more expensive we consult agencies and charities to explore if we can access funding to support costs. We liaise with agencies

where equipment is designed specifically for an individual pupil to ensure staff are fully trained and the equipment used to its fullest potential.

Voice of the child

At St. Paul's we put the pupil's at the heart of all we strive to achieve. We believe their voice and well-being is key to their learning. Where a child has an identified need for SEN, emotional well-being we implement a 'Individual Learning Passport (ILP) .' The passport is a detailed document which specifies areas such as; the child's strengths, areas of need, things they like, and learning styles. The plan is very personal to the child and focuses on their individuality. Where appropriate, the staff team include the pupils in the reviewing and writing of their ILPs. This gives the pupil's ownership of the document and encourages them to develop their self-awareness and areas for development over time with support of the staff. If a child is not able to verbally communicate and contribute to their passport, staff use their knowledge of the pupils using photographs, pieces of work or activities which give the children a means of communication. Information from parents and professionals are also added to the document which gives a complete picture of the whole child.