



St Paul's C.E. Primary School

Special Educational Needs Policy 2021 2022

St Paul's C.E. Primary School is committed to providing a high quality of education to all children. We have an established inclusive ethos and tailor our provision to meet the needs of all children.

Definition of Special Educational Needs (SEND) as taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has 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 they

- (a) have a significantly greater difficulty in learning than the majority of others of the same age
- or
- (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special education provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Inclusion Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a broad, balanced based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

1. Aims and Objectives of this Policy

- To be an inclusive school.
- To reach high levels of achievement for all.
- To create an ethos and educational environment that is person centred and has the views and the needs of the child/young person and their families at the centre.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which enable them to succeed in their education and make a transition into adulthood.
- To reflect the SEND Code of Practice (2014) in that “Every teacher is a teacher of special needs and that Quality First Teaching is the key to narrowing the gap’.
- To identify and address pupils’ needs as early as possible through the graduated approach and the four-part process of assess, plan, do and review, ensuring there is rigorous monitoring and assessment of pupils throughout their time at school.
- To make reasonable adjustments for children with disabilities to help alleviate any substantial disadvantage they experience due to their disability as set out in the equality act 2010.
- To give transparent resourcing to SEND.
- To meet individual needs through a wide range of provision.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and provide training and support as appropriate.

2. Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act 2001, we will not discriminate against disabled children and we will take all reasonable steps to provide effective education provision.

(Please see Admissions Policy).

3. Management of SEND within school

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENDCO who has Qualified Teacher Status. All the staff have a responsibility for pupils with SEND in their class, to ensure Quality First Teaching with differentiation and personalisation to meet need. The staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND, under the direction of class teacher and SENDCO.

The SENCO is responsible for:

- Overseeing the day-to-day operation of this policy.
- Co-ordinating provision for children with special educational needs.
- Meeting with and advising teachers and teaching assistants.
- Managing teaching assistants.
- Overseeing the records on all children with SEND.
- Meeting with parents of children with SEND (in conjunction with class teachers).
- Contributing to the in-service training of staff.
- Meeting with external agencies including the educational psychology services, health and social services, and voluntary bodies.

The SENCO is responsible for reporting to the governor with responsibility for SEND on the day to day management of SEND policy. Termly meetings will take place.

4. Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice 2014:

- Communication and Interaction (C I)
- Cognition and Learning (Cog)
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability.
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Being in receipt of the Pupil Premium (PP).
- Being a Looked After Child (CLA).

The SENDCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

A number of additional indicators of special educational needs are used:

- The analysis of data, including entry profiles at Foundation Stage, SATs, spelling, reading and maths ages, annual and termly pupil assessments.
- The use of our local authority SEND criteria (Matching Provision to Need Tool).
- Parent and teacher concerns.
- Tracking individual pupil progress over time.
- Information from previous schools on transfer.
- Information from other services.

The SENDCO maintains a whole school provision map listing pupil identified as SEND and the provision they are receiving.

5. Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work according to pupil's individual needs. Teachers consider pupils' learning styles, auditory learners, visual learners, and kinaesthetic learners.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A whole school provision map, classroom provision maps and individual plans record a graduated response to individual needs.

(The range of provision is documented in the school SEND Information Report)

6. Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's confidence, motivation and engagement.

7. Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents (parents' views).
- Information on progress and attitude to learning and interaction.
- Pupil's own perceptions of their needs (One Page Profiles).
- Information from health/social services.
- Information from other agencies.
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8. Recorded Response to need

Provision for pupils that is additional and different from whole class provision is recorded on a class provision map or on a more detailed Individual Plan. Plans include:

- Area of need.
- Short term targets.
- Named staff.
- Pupil ratio.
- Teaching strategies and resources
- Review/ Outcomes.
- These are reviewed regularly within year group team meetings and meetings with parents and children.

9. The Code of Practice – Graduated Response

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. The response is a process of **assess – plan –do –review**.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support list and provision map. The class teacher, with support from the SENCO or outside agencies will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and outcomes.

External support services may advise on targets for a new Individual Plan and provide specialist inputs to the support process.

Intervention will usually be triggered when despite receiving differentiated quality first teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to be significantly below the age-related expectations (one year lower) than expected for a pupil at a similar age.
- Continues to experience difficulty in developing English and maths skills.
- Has emotional problems that substantially impede learning.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction needs that prove a barrier in accessing learning opportunities.

Parental consent is sought before any external agencies are involved. The resulting plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

9.1 Requests for a Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Individual provision map.
- Individual learning/ support plans.
- One Page Profile.
- Outcomes from targeted interventions.
- In house assessments.
- The views of parents.
- Team around the Child meetings.
- Information on the pupil's health and relevant medical history.
- Age related expectations.
- Assessments from specialists such as Educational psychologists, Speech and Language Therapists and specialist teachers.
- Where possible, the views of the pupil.
- Social Care/Educational Welfare Service reports.
- Any other involvement by professionals.

Education, Care and Health Plans

An EHC plan will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include

- Parents' and child's view.
- The child's educational and health needs.
- Agreed outcomes
- Provision to achieve set outcomes.

The plan is established through parent and child (when appropriate) consultation. Short term targets, set out in a provision map/Individual learning plan are matched to longer term outcomes. The plan is implemented primarily by the class teacher with appropriate additional support and outside agency consultation.

Reviews of an EHCP

EHCPs must be reviewed annually. The SENDCO will organise these reviews and lead these reviews as person centred. The SENDCO will invite the following people

- The pupil's parent/carer.
- The pupil if appropriate.
- The class teacher.
- Teaching assistant.
- A representative of the Statutory Assessment Team (if appropriate).
- The Educational Psychologist (if appropriate).
- Any other person the SENDCO or parent/carer considers appropriate such as Speech and Language Therapist, outreach support.

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes on the EHCP.
- Review the provision made to meet the pupil's need as identified in the EHCP.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- To set new outcomes for the coming year.

At Key Stage phase transitions reviews, receiving school's staff will be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with the SENDCO and teachers from the receiving school.

Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND. Transition meetings for pupils moving into a new Key Stage will be held to review the pupil's progress and inform the Key Stage lead and the new class teacher of the child's needs and agreed targets.

10. Partnership with parents/carers

The partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils.

- Parents evenings held in the Autumn and Spring term with an end of year annual written report.
- Review meetings held three times a year to discuss progress of outcomes and next steps.
- Person Centred Annual reviews for pupils with an Educational Health care Plan and for pupils with complex needs, without an ECHP. The views of the child and parents are central to reviewing actions and agreeing on outcomes. Children and parent's views forms are used in writing one-page pupil profiles for communication with staff and receiving high school. At Year 5 reviews transition to high school is considered involving parents and a member of the Local Authority. At Year 6 annual reviews the SENDCO/transition lead from the receiving high school is invited.
- Parents may be invited to discuss their child's progress at any time and additional meetings will be organised at the request of the parents or to share recommendations for external agencies.
- Parents appreciate an 'open door' policy whereby the SENDCO is contactable via the school office or by email

- Progress and outcomes are discussed during consultation meetings with our Educational Psychologist/ Speech and language Therapist /Occupational Therapists/ Specialist teachers when reports or assessments are shared.

11. Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning (through pupil voice activities).
- Identify their own needs (marking feedback/ target setting/ one-page profiles).
- Share in individual target setting across the curriculum.
- Self-review their progress and sets new targets.
- Participating in Annual reviews when appropriate.

12. Special provision

The school has the following special facilities:

- Resource rooms used for 1:1 support /small group work.
- Wheelchair access.
- Disabled toilets with hand rails.
- Blinds and curtains in classrooms to reduce glare. (Important for pupils with VI)
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations/ specific ICT equipment. Equipment for pupils with HI)
- Therapy and hygiene suite.
- Sensory room.
- Learning environments that are communication friendly.

13. Resources

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy

14. Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/SENCO. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

15. Review of the SEND policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

This Policy was written February 2021

Signed by:

Headteacher: Jan Sorohan

SENDCO: Jenny Power

SEND Governor: Rob White

