St Paul's C of E (c) Primary School

Compassion: Endurance: Friendship:

Special Educational Needs and Inclusion Policy

Part A Information regarding staff and governor roles and responsibilities and the main policy aims and objectives

Rationale

The purpose of this policy is to meet all legislation in relation to SEND and meet the individual needs of all children at St Paul's C.E. (C) Primary School.

Aims

Guiding Principles for Special Educational Needs

St Paul's C.E. (C) Primary School values the abilities and achievements of all its pupils, promoting maximum development of knowledge, skills and understanding, together with personal and social growth for all.

As a church school, we have close links with St. Paul's Church and are a welcoming Christian school at the heart of our community. We embrace, accept and celebrate all. We aspire for children to learn and live by Christian values of compassion, endurance and friendship, leaving us as confident, resilient, respectful individuals who flourish and are equipped to overcome challenges.

All pupils have the same entitlement to a broad and balanced curriculum and to participate in all aspects of school life.

The underlying principle of inclusion is central to the SEND policy. The school also has regard to part 3 of the Children and Families Act 2014 and associated regulations, Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 in addressing matters related to policy, provision and practice in the field of SEND.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENDCO who will work with the SEND Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents/carers.
- To ensure access to the curriculum for all pupils.

Identifying Special Educational Needs

A child has SEND if they 'have a learning difficulty or disability which calls for special educational provision to be for him or her'.

A child has a learning difficulty 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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.

Special Educational Provision means 'for children of two or over, educational provision which is addition to the educational provision made generally for children of that age in schools maintained by the LEA, other than special schools in the area.'

The SEND Code of Practice 2014 identifies four broad areas of need for pupils with SEND and disabilities.

Communication and interaction:
- Speech, language and communication needs including social communication;
- ASD.

Cognition and learning: Children who learn at a slower pace even with appropriate differentiation this includes:
- Moderate learning difficulties;
- Specific learning difficulties such as dyslexia, dyscalculia and developmental co-ordination disorder (DCD).

Social, emotional and mental health difficulties: Children who experience a wide range of social and emotional difficulties which manifest themselves in ways such as becoming withdrawn, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Some children may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

SENDsory and/or physical needs:
- Vision impairment;
- Hearing impairment;
- Physical disability.

Evidence that a child has a need in one of these areas may be from a concern of parents/carers or the class teacher, evidence from the previous school or setting, lack of progress at school, medical diagnosis, assessment by the SENDCO or another education or health professional e.g. an assessment by a Speech and Language Therapist or an Educational Psychologist. Additional needs are identified at the earliest opportunity and parents/carers are consulted. Staff are to complete a 'Cause for Concern' form along with the child and the family to identify steps of support that can be put into place. Parents/carers who are concerned that their child may have special educational needs should speak to the class teacher or make an appointment to see the SENDCO.

A graduated approach to SEND support

Every teacher at St. Paul's CE Primary School is a teacher of every child; including those with SEND. St. Paul's has a graduated response to supporting children. This begins with good quality teaching and ensuring they are always inclusive in their practice. St. Paul's offers a broad and balanced curriculum, which is planned considering the interests and needs of the children in each class. Questions and activities during lessons may be adapted for groups or individuals. Adaptive Teaching strategies are used within all classrooms. Some children may need particular resources such as dual coding (through the use of Widgit images), pencil grips, sloping writing boards etc. Computer programmes or apps may be used to support learning. Teaching Assistants support children's learning, including those with special educational needs or disabilities and those learning English as an additional language. Teachers are accountable for the progress of all pupils including those with SEND, even when pupils access

support from Teaching Assistants or specialist support staff. Those who need additional support may complete a programme in a small group, which will usually be for 10-12 weeks. When making the decision to place a child on the SEND register a discussion between the teacher and SENDCO will take place along with the completion of a 'Cause for Concern' form that is reviewed. Parents/carers must be consulted and their views obtained as part of this process. Parents/carers are also able to raise concerns about their child if they feel that they may have SEND. Some children may be identified with SEND from information provided on admission. Prior to this discussion, the class teacher will assess, plan, do and review through the 'Cause for Concern' form. This will include:

- Teacher assessment and standardised tests will be carried out;
- Teacher will plan and adapt/scaffold work to meet the needs of each pupil based on assessment;
- Initial discussion of concerns with parents/carers and families will take place through parents/carers meetings and additional meetings arranged at the parents/carers or teachers request;
- Support will be given to the child to ensure quality first teaching and 'catch up' interventions will be provided with advice sought from the SENDCO where necessary.

Teachers will then re-assess children and if the child has not made progress at the next phase of review the decision will be made to put the child on the SEND register as additional support or investigation into barriers is required to ensure adequate progress is achieved. Some pupils who need intensive support may have one to one support for part of the curriculum. Any advice given by professionals will be integrated into the curriculum.

Managing pupils' needs on the SEND register

If a decision has been made to place a child on the SEND register, the teacher will invite the parents/carers into school to discuss the decision and agree strategies about how to support their child at school and home. Since September 2014, there is now a single category of support for children being placed on the SEND register. This is called SEND support. If a child is placed on the SEND register the class teacher (with the support of the SENDCO) will create a Learning Plan, which records information collected and agreed by the child, family and classroom staff to identify the needs of the pupils in more depth and plan ways to support them. The Learning Plan will identify the quality first teaching strategies that will be used in class to support your child. It will also identify any interventions or specialist resources to be used. This information will be co-produced with parents/carers and pupils to ensure children have the best possible chance of success. Interventions will be monitored and reviewed termly to review the impact of this intervention

Learning Plans will be reviewed termly and parents/carers are encouraged to attend SEND reviews in order to contribute to the review of current targets and the setting of new targets. During SEND reviews, class teachers will suggest ways in which parents/carers can support their child's needs.

At times, the school may require additional guidance and advice from outside agencies. If this occurs, the class teacher and/or SENDCO will discuss this with parents/carers and seek signed consent to make a referral. The SENDCO may discuss with the family the possibility of involving outside agencies to advise or work with the family, practitioners and teachers.

Agencies include:

- LA authority advisory teacher
- Speech and language therapist
- Educational psychologist
- Paediatrician
- Health visitor
- Physiotherapist
- Hearing or visually impaired unit

• Occupational health therapists

The responsibility for progress and attainment will remain with the school and the impact will continue to be reviewed through half-termly pupil progress meetings and termly SEND reviews with the class teacher and parents/carers. If a child is receiving support from an outside agency and continues to make inadequate progress, a decision may be made to request a statutory coordinated assessment. This may result in an Education, Health and Care Plan (EHCP). The SENDCO will be responsible for making a case to the Local Authority for Statutory Assessment following a family conversation where parents/carers' views will be recorded. The class teacher will also be consulted to gain their input.

Pupils removed from the SEND Register

At pupil progress meetings, individual SEND pupils are reviewed using teacher assessments and pre and post intervention data. Standardised tests, information from class teachers and consultations with other professionals such as SEND advisory teachers or Speech and Language Therapists will also be taken into consideration. Parents/carers and, where appropriate, pupils' views will be sought. If pupils have made accelerated progress, their removal from the SEND register is considered. Following this, a child will be categorised as SEND Monitoring, rather than SEND support; with reviews taking place to ensure that the appropriate quality first teaching strategies are in place and to allow for consideration for increased support. Following two terms of SEND Monitoring, if no further support is required, a child will be removed from SEND Monitoring.

Inclusion in activities beyond the classroom

Activities and school visits/residentials are available to all pupils.

• Risk assessments are carried out and procedures are put in place to enable all children to participate.
• Alternative transport may be arranged to transport pupils with disabilities, if transport booked for the class is not appropriate to an individual's needs. On these occasions, parents/carers are involved in the arrangements and will be required to give consent.
• Individual risk assessments and 1:1 support is provided for children who require additional support on school visits. These arrangements are shared with parents/carers/carers prior to the visit.

Supporting Pupils at School with Medical Conditions

Pupils with medical conditions are entitled to full access to the curriculum with reasonable adjustments if necessary.

• If a pupil has a medical need then a detailed medical care plan is compiled with the support of a health visitor or school nurse in consultation with parents/carers/carers. These are discussed with all staff who are involved with the pupils.
• Staff receive regular relevant training delivered by a school nurse or specialist nurses. E.g. Asthma training, training to meet the needs of children with specific medical conditions.
• It is essential that all staff are aware of medical needs, disabilities, and adjustments that need to be made. These matters are treated as confidential.
• In the case of a child having a disability, reasonable adjustments are made to include the child in all activities or to provide an alternative.
• All staff have basic first aid training (Emergency first aid).
• We have a number of fully qualified first aiders who have completed the Paediatric First Aid
• All EYFS staff are qualified in paediatric first aid.
• Where necessary, and in agreement with parents/carers/carers, medicines are administered in school but only where a signed medicine consent form is in place. Parents/carers are welcome to come to school to administer medicine to their child during the school day.

For further information, please see our 'Supporting Pupils with Medical Conditions' policy, 2014.

Admissions arrangements

All pupils are welcome at St Paul's CE Primary School. However, if there is over subscription of places, then the school have set guidelines to follow with regard to allocation of places (please see separate admissions policy).

If a child has an Educational Health Care Plan (EHCP), and the LA has named St Paul's CE Primary School as a particularly suitable school, then that child gains priority over other children.

Access and Accessibility

Pupils with special educational needs will have access to a balanced and broadly based curriculum at their level, with the opportunity to join in all the activities of the school. The school is fully accessible for disabled pupils. However, classrooms may have to be adjusted to accommodate specific needs.

For any further information see the Accessibility Plan or the Disability Equality Action Plan.

The school provides parents/carers with translation facilities where possible to improve access to information for parents/carers who do not speak English.

Access Arrangements for tests

Where appropriate, access arrangements for tests will be made following the Standards and Testing Agency procedures. Any reasonable adjustments will be made and discussions with parents/carers will take place regarding such arrangements.

Supporting Pupils and Families

The school has a nurturing ethos based on the values of Compassion, Friendship and Endurance and the school aims to work in partnership with pupils and families.

St. Paul's CE Primary School has an 'open door policy' and parents/carers are welcome to speak to staff at mutually agreed times either face to face or by telephone. Regular SEND themed coffee mornings are held in school. SEND reviews are held termly. Parent consultations are held twice a year and there is an annual report on each child's achievement. Learning Plans are co-produced with the involvement of parents/carers, children and staff. These will be reviewed and updated termly. Pupils who have an Educational Health Care Plan will be invited to contribute to and attend an annual review of progress and provision. Parents/carers, representatives from the school and other agencies will be invited to attend. We endeavour to involve all pupils and encourage them to fully participate in their learning.

The school offers a wide range of pastoral support for children who are experiencing mental health, social or emotional difficulties. These include:

- Each class has a reflection area and is available for children of all faiths or none to use. Collective Worship is inclusive and sensitive to the needs of children from a variety of backgrounds and cultures.
- A range of after school clubs are offered where children can extend their learning and try new skills. There is a consistent behaviour management policy and every day is a fresh start.
- Our Oasis provides a quiet, reflective space to use at lunchtimes.
- Advice and support is available from a range of professionals and agencies including the Educational Psychologist.
- Support from our Education Mental Health Practitioner (Laura Wright).

- Sessions and interventions with our welfare assistant, Miss Wild or ELSAs (Miss Wild and Miss Stanton).

Evaluating Success

The success of the SEND policy and provision is evaluated through:

- Monitoring classroom practice by the SENDCO, Headteacher and Assistant Headteacher.
- Lesson observations and learning walks.
- Book scrutiny.
- Discussions with pupils.
- Pupil progress meetings.
- Analysis of pupil tracking data and test results (individuals and cohorts).
- Monitoring of vulnerable groups and their performance against national levels.
- Value-added data for pupils on the SEND register.
- Governors Annual Report to Parents/carers.
- SEND moderation process.
- School development plan.
- SEND action plan.

Staff Training and CPD

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on the individual's needs. Children who are allocated with high dependency top-up funding will usually have an SEND teaching assistant deployed to work with them.

All staff have training on safeguarding children and are updated regularly in staff meetings. First Aid training is updated regularly. Several staff have received training in Paediatric First Aid. All staff have received asthma training and relevant staff have been trained in epilepsy awareness, or training specific to complex medical conditions as required.

Several staff, including some of the senior Leadership Team, attend Safety Interventions training (previously known as MAPA).

Staff have been trained in the use of a wide variety of intervention programmes to support children's learning. These include Numicon, Precision Teaching, Nessy, Use of Widgit, Word Aware, Accelerated Reader, RWI and pre-teaching vocabulary. Staff have been trained in Dyslexia Friendly Practise and the school is proud to hold Dyslexia Friendly Status.

All teachers and Teaching Assistants are encouraged to attend courses which are of interest and have a particular bearing on the children they support, for example around language development and supporting children who are learning English as an additional language. There are regular opportunities for INSET to develop confidence and skills in working with SEND children.

New staff receive in-house support as part of their induction process. The SENDCO attends the termly SENDCO Professional Network meetings to ensure they are kept up to date with changes and new initiatives.

Roles and Responsibilities

• The school has a SENDCO who has the day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

• The SENDCO is line manager to the Teaching Assistants who support pupils with SEND.
• The Inclusion link Governor is Mrs A Povey.
• Mrs Turton is the SENDCO (Assistant Headteacher for Inclusion), a Deputy Designated Safeguarding Lead (DDSL) and the Designated Teacher with responsibility for Looked After Children (LAC).

Complaints Procedures

The child's class teacher/SENDCO will work closely with parents/carers and children at all stages in his/her education and should be the first port of call in case of any difficulty. For those concerns which cannot be resolved, the matter should be discussed with the head teacher.

Revision/Review History

Signed (Chair of Governors) _____

Signed (Head Teacher) _____

Date	Comments	Review Date
28/09/17	Updated the roles and responsibilities of the SENDCO, Class teacher, Learning Support Practitioner/SEND Welfare Practitioners (LSP/SENDWP)/Teaching Support Assistant. Additional information for Class File.	Autumn 2018
January 2019	Updated Roles and responsibilities and identification and assessment.	Autumn 2019
September 2019	Changed HSLW to Safeguarding Officer Vernon Spelling has changed to HAST Wave 3 checks are now termly Locke and Beech used for EYFS and where appropriate. SEND consultations termly	July 2020
January 2021	Updated to reflect staffing/governor changes. COP meetings no longer take place.	Spring 2021
March 2021	Reviewed – no changes needed.	
March 2023	Whole policy reviewed and updated, in-line with school practice and staffing	
Sept 2024	Updated staffing names	Sept 2025
Feb 2026	Updated staffing names	Sept 2026
Oct 2026	Revised	Sept 2027