

St. Paul's C of E Primary School

Documentation Information and Control

Special Educational Needs and Disability Policy

Current Status: Reviewed July 2020, July 2021, July 2022

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Persons responsible for review: The Governing Body in consultation with the Head Teacher

Reference to other documents: Children and Families Act 2014 (part 3)
SEND and Disability Code of Practice 2014
Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, DfE, January 2015
Keeping Children Safe in Education: Statutory guidance for schools and colleges, DfE September 2022
Admissions Policy
Accessibility Report
Equal Opportunities Policy
Learning Behaviour Management Policy
Safeguarding Policy

SEND Leader: Mrs R Taylor

Special Educational Needs and Disability Policy

1. Rationale

- 1.1 St Paul's School was established in 1862 to serve Almighty God and the community by providing, within a biblical Christian ethos, a broad, balanced, and engaging education and learning experience.
- 1.2 St Paul's School is an inclusive school in which, through the provision of a broad, balanced, and engaging curriculum and within a caring and supportive environment, each pupil is motivated to develop and flourish as he or she acquires skills for life and a love of learning.
- 1.3 At St. Paul's School each child is a valued member of the school community, and has an equal right to a broad and balanced curriculum.
- 1.4 All members of staff at St. Paul's have a duty to ensure, to the best of their ability, that each child with a special educational need has appropriate access to the wider school curriculum and is fully integrated into the social and academic life of the school.
- 1.5 The *Code of Practice 2014* states that a child has a special educational need if he or she has a learning difficulty or disability which calls for special education provision to be made for him or her.
- 1.6 A special need may be due to a learning difficulty or a disability. There are four broad areas of need:
 - (1) communication and interaction;
 - (2) cognition and learning;
 - (3) social, emotional and mental health difficulties; and
 - (4) sensory and / or physical needs.

- 1.7 At St Paul's School it is also recognised that a child who has a particular ability, that is who is more able, has a special need. His or her entitlement to differentiated provision is ensured through the application of aspects of this policy.
- 1.8 At St Paul's School the *Code of Practice 2014* focus on a child or young parent and his or her parent(s) or carer(s) being involved in decision making at both an individual and strategic level shall be appropriately honoured.
- 1.9 The governors and staff of the school acknowledge their shared responsibility for making appropriate provision, with a focus on high aspirations and improved outcomes, for disabled children and young people.
- 1.10 The school shall nurture and maintain an environment of mutual support and shared expertise so that each child attending the school can be helped to reach his or her full potential and achieve success and a sense of self-worth.
- 1.11 The school fully endorses the principle of integration of pupils with special educational needs (*as defined in paragraphs 1.4-1.6 above*) into mainstream schooling.

2. Objectives

- 2.1 To implement the Staged process of Assessment and Review as outlined in the *Code of Practice*.
- 2.2 To maintain and continue to develop a system for the early identification and assessment of a child's special educational need.
- 2.3 To encourage the participation of parents in their child's programme of work, and in the assessment and review procedures.
- 2.4 To maintain commitment to the close co-operation of the relevant educational, health and social service in providing appropriate support for a child with special educational need.

- 2.5 To secure support from the appropriate external agency when required so that a child's developing needs are addressed as early as possible.
- 2.6 To ensure that the local offer and SEND Information Report provided by the school is both appropriate and up to date.
- 2.7 To ensure that resources are adequate to enhance the learning opportunities of children with special educational needs.
- 2.8 To provide a differentiated curriculum to facilitate full access for children with special educational needs.
- 2.9 To ensure that appropriate training for the Special Educational Needs and Disability Leader and for the staff as a whole is an integral part of the school's development plan.
- 2.8 To promote understanding and agreement among the whole school community so that there is a unified approach to special educational needs.

3. Abbreviations used in this policy

ABCO:	Able Child Coordinator
EHCP	Educational Health Care Plan
SEND	Special Educational Needs
SEND Leader	Special Educational Needs and Disability Leader
SENA	Special Educational Needs Assistant
SEND	Special Educational Needs and Disability
SENTASS	Special Educational Needs Teaching and Support Service
EPS	Educational Psychology Service
IEP	Individual Education Plan
LA	Local Authority
COP	Code of Practice
CYP	Children and Young People

4. Co-ordinating Special Educational Needs at St. Paul's

4.1 Mrs R Taylor, who has a national award for SEND Coordination, is the leader for special educational needs and disability. She is responsible for the day-to-day operation of the SEND policy. In order to be able to do this effectively she shall be released from classroom activities for the purposes of:

- consulting with teachers about writing IEPs for pupils;
- monitoring and updating records on all children on the Register of SEND;
- liaising with the SENTASS and EPS as the need arises for assessment, progress and review;
- attending Annual Reviews and other reviews;
- meeting parents and representatives from Social Services, Health Services and other agencies;
- writing and documenting educational advice and other reports on a child's SEND; and,
- attending LA training courses for SEND coordinators.

4.2 When required, time will be made available in Staff Meetings for Mrs Taylor to disseminate information and/or organise staff training.

5. Admission Arrangements

5.1 St. Paul's Primary school does not prioritise on the grounds of ability.

5.2 Arrangements for admission are included in the school Admissions Policy which can be accessed on the school website or from the school office.

5.3 The admission arrangements for all pupils, including those with any level of SEND, comply with national legislation including the Equality Act 2000.

6. Special facilities increasing or assisting access to the school

6.1 There are ramps to the main entrance of the school and access to the school playground can be made via these ramps.

6.2 The school is all on one level, and wheelchair access is possible to every teaching area.

- 6.3 There is a toilet accessible for all people adjacent to Class 6 (*see the school Accessibility Report*).

7. Allocation of Resources

- 7.1 The SEND Leader shall use a proportion of the budget to buy material resources for classroom support of pupils with SEND.
- 7.2 A class teacher shall support a child(ren) with SEND in their class with appropriate material resources and / or adapted teaching strategies.
- 7.3 The school employs the services of Support Assistants who work with SEND pupils when necessary within the school.
- 7.4 The school purchases support from the Education Psychology Service and SEND Information Advice and Support and other voluntary services shall be used when necessary.

8. Identification and Assessment Arrangements, and Review Procedures

- 8.1 The school has adopted the model described in the *Code of Practice 2014*.

Special Education Needs and Disability Support

The class teacher who identifies a child's special educational need shall consult the SEND Leader. The teacher shall work closely with the child using increased differentiation of work which will be reviewed termly. The SEND Leader shall take responsibility to gather information and, with the class teacher, decide if a pupil should be placed on the SEND register (with parental consent). An Individual Education Plan (IEP) will be prepared for the pupil.

Educational Health and Care Plan (EHCP)

The LA shall will assess the level of SEND and if appropriate begin the EHCP assessment process.

- 8.2 Parents or carers shall be kept informed at each stage and their views shall be used as part of a review and in the preparation of an IEP.

- 8.3 The views of a pupil and his or her participation are valued. SEND pupils are encouraged to express their concerns and be involved in the decisions made. When appropriate they shall be made aware of their individual targets and shall be invited to share their views during the review process.
- 8.4 The school shall use progress as a criterion for a child 'moving' to another level of SEND provision.
- 8.4 The school recognises therefore the importance of accurate records and the need for realistic IEP objectives. They shall be used to inform the Review meetings of each child.
- 8.5 When a teacher has a concern about a child an SEND Initial Concern form shall be completed by the teacher and the SEND Leader.
- 8.6 A cycle of *Assess, Plan, Do, Review* shall be followed.
- 8.7 If, after a period of time, a concern for a child still exists the child shall, with parental permission, be entered by the SEND Leader on the school's SEND Register.
- 8.8 Each child who requires Special Education Needs provision shall be entered by the SEND Leader on the school's Special Needs Register.
- 8.9 The purpose of the register is to ensure that, once a concern has been raised about a pupil by a class teacher, every attempt shall be made to overcome the child's learning difficulties and a regular check shall be made on his or her progress.
- 8.10 The school shall use a common format for record keeping and for the dissemination and transfer of information.
- 8.11 The results of tests and teacher assessments conducted in school shall be used to inform professional judgments about the needs of more able pupils.

- 8.12 The SEND Leader shall be available to offer advice on providing for the needs of more able pupils and shall liaise, as necessary, with external agencies.

9. Access to the Curriculum

- 9.1 Planning in each area of the National Curriculum shall be differentiated so that each child may work at his or her own level in the classroom. For pupils with Special Educational Needs this means that they should make progress according to their ability.
- 9.2 A child requiring SEND provision shall have learning objectives stated on his or her Individual Education Plan. The objectives shall be linked directly to the needs of the child.
- 9.3 We shall endeavour not to restrict access to the curriculum for a child who is withdrawn from class or supported in class.
- 9.4 When possible, a child's work shall be planned jointly by both the class teacher and support teacher.
- 9.5 Occasionally a child may be withdrawn from his or her class. For example, a child with social, emotional or mental health difficulties may be withdrawn to benefit both the child and the rest of the class; a child may need to work on specialist equipment outside the classroom; or a child may be withdrawn in a small group for differentiated, targeted or scaffolded work away from distractions.
- 9.6 Wherever practical, all children with SEND shall have full access to the school's extracurricular activities.
- 9.7 From time to time it may be appropriate to dis-apply the requirement that a child with special educational needs follows all National Curriculum subjects or assessments. However, modification of the curriculum shall only be applied in exceptional cases.

10. How children with SEND are integrated within the school

- 10.1 Children with SEND shall be supported in class by their class teacher and / or a teaching assistant.
- 10.2 When appropriate pupils will work on their IEP targets during work ordinarily carried out in the pupil's classroom.
- 10.3 Through the policy of differentiation we shall ensure that children with SEND are fully integrated within the school.
- 10.4 THE SEND Leader, designated class teachers for child protection, and the family support worker shall have regularly share appropriate information to ensure that arrangements are in place to support looked after children who have SEND. SEND reviews, PEP and EHP meetings shall be consolidated and whenever possible held on the same day.
- 10.5 The school shall attempt to maximise the social integration of all pupils in the school through the day-to-day operation of the Learning Behaviour Management Policy and by means of the Christian ethos fostered within and across all school activities.
- 10.5 Respect for each other, with an emphasis on the importance of friendship and tolerance, shall be fostered.

11. Arrangements for considering complaints about SEND provision

- 11.1 The school will initially attempt to resolve a complaint about SEND provision in the school within ten working days of the complaint being made.
- 11.2 The procedure shall be, *first*, for the class teacher to attempt to resolve matters; and then, *secondly*, and only if required, for the SEND Leader and / or the Head Teacher to become involved.
- 11.3 If a complaint is unresolved, the person(s) making shall be advised of their right, under section 23 of the Education Reform Act, to make a formal complaint.

11.4 The Governing Body will consider a complaint in line with the procedure set out in *section 2.5* of the Complaints Procedure Policy after which, if necessary, the LA may become involved.

11.5 Parents shall be consulted at every stage of their child(ren)'s development and at every stage of the SEND Assessment Progress.

11.6 St. Paul's School values its partnership with parents. Any concern expressed by parents about their child shall be recorded and necessary shall be action taken.

12. Links with other Mainstream Schools

12.1 St. Paul's shall develop and maintain close links with secondary schools and other feeder primary schools through pyramid meetings on various issues, including SEND.

12.2 Staff from secondary schools will visit St. Paul's to discuss the special educational needs of our Year 6 pupils prior to their transfer to secondary education.

12.3 Links with other Nursery Schools in the area exist. The school shall ensure that it is notified of a pupil who may need special support on his or her entry into the Early Years Foundation Stage of the school. All necessary SEND paperwork will be collected from nursery schools and passed on to secondary schools during transition meetings.

13. Links with Health , Social and other Voluntary Services

13.1 The school shall maintain good working relationship with the personnel of Health, Social and other appropriate voluntary services

13.2 The school nurse shall make regular visits to the school. Appropriate medical, dental and vision tests shall be arranged for pupils (*NB dental and vision tests are only available for Reception pupils*).

13.2 The SEND Leader shall maintain a list of named contacts, along with their addresses and telephone numbers. Requests for these services shall be made on an appropriate form or by telephone in the event of an emergency.

14. Criteria for Evaluating the Success of the School's Policy

14.1 The success of this SEND policy depends on the degree to which each objective (*set out at section 2 above*) is achieved.

14.2 The following criteria for evaluation shall be followed.

- (a) By the December of each academic year each child with SEND will have had their need(s) identified and assessed and will be 'registered' according to the level of provision required. Their needs will be reviewed once a term thereafter and their provision maintained or altered as appropriate.
- (b) Pupils entering the school for the first time will have their special educational need assessed in time for the termly audit. If a pupil is considered to have more complex learning or physical difficulties the SEND Leader will be informed and every effort will be made to make suitable provision as soon as possible.
- (c) When consultation between a class teacher and the SEND Leader results in a decision to move a pupil to a higher stage of provision, and support from an external agency is required, the records must show that a formal request was made to that agency ideally within 2 weeks of the decision being made if there was no need to collect more evidence.
- (d) Records must demonstrate that every attempt was made to encourage the parents of a child(ren) with SEND to attend reviews that contribute information for an IEP and / or an ECHP to actively help their child(ren) at home or in school.
- (e) All class teachers must contribute to the writing and / or successful implementation of IEPs. When additional resources or equipment are required the school shall show that it has made reasonable efforts to procure them.

- (f) SEND training for the whole staff shall be included in the School Development Plan. In a three-year cycle an element of SEND shall appear at least once.
- (g) Parents, teachers, non-teaching staff and governors shall receive a copy of the current SEND policy, or its summary.

15. Review

The governors shall review this policy each year.