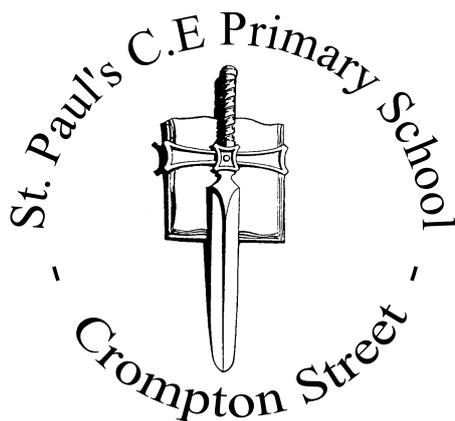


# ST PAUL'S SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

**2022**



<b>Approved by:</b>	Governors	<b>Date:</b> February 2022
<b>Last reviewed on:</b>	08/02/2022	
<b>Next review due by:</b>	February 2023	

**This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014).**

**Mission Statement for Special Educational Needs and Disability.**

We at St. Paul's believe that every child should be given the opportunity to achieve his/her full potential, regardless of any SEND.

Resources will be provided to meet SEND through the school budget and from appropriate support agencies. They will be effectively managed to provide full entitlement to a broad curriculum, including the National Curriculum, taking due regard of the school's Equal Opportunities Policy and the school unique Christian character. It will reflect that 'every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning'. Every child matters at St. Paul's.

**Definition of Special Educational Needs and Disability:**

The Special Educational Needs and Disability Code of Practice (0-25years) 2014 states that: 'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for him or her.'

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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.

Many children and young people who have a SEN may have a disability under the Equality Act 2010- that is "a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities"

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have a SEN but where a child requires special educational provision over and above the adjustments aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind. **See Section 312, Education Act 1996**

**At St. Paul's we believe**

At St. Paul's we believe we have a responsibility to meet the needs of those children with SEND within an inclusive environment. The school must ensure that any SEND is:

- ~~• identified and assessed~~
- responded to and dealt with appropriately and effectively

- monitored and evaluated

### **Local Offer**

- Our local offer document outlines about how our school supports children (3 – 11 yrs) with SEND.
- The Local Offer is a statutory document for parents in understanding the range of services and provision available at our school. **(Children and Families Bill 2014)**
- Our Local Offer will be reviewed annually, to ensure that it is as fully up to date as possible. It can be viewed on our school website at [www.stpaulscrompton.org.uk](http://www.stpaulscrompton.org.uk)

### **Policy**

We ensure a consistent approach to all aspects of SEND with policy evaluation to ensure its effectiveness. The school has a working policy document which includes:

- provision and progress will be monitored and reviewed regularly
- allocation of resources that match defined needs
- all those responsible for/or involved in SEND provision take into account the views of the child
- the school and the parents will work in partnership in identifying and meeting individual needs
- involving the appropriate professionals for all pupils with SEND and implementing effective support
- EHC plans will be reviewed annually in line with regulations
- ensuring access to a broad and balanced curriculum
- appropriate training will be provided for those in the implementation of the policy

The success of the policy will be judged by the extent to which it enables pupils with SEND to make the greatest possible progress in the context of national aims for education. This progress will be measured in English, Mathematics, Communication and Behaviour through:

- their performance monitored by the teacher/head teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against the English and Mathematics objectives
- their performance against the expected standards within the National Curriculum at the end of a key stage
- standardised screening or assessment tools
- external agency specialists

### **Categories of SEN**

Special Educational Needs are generally thought of in the following four broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs  
**(SEN Code of Practice 2014)**

## **Roles and Responsibilities**

The Governing body must ensure that:

- any child registered as having SEN/D has the provision entitled to him/her
- all necessary people are informed of the child's needs
- they report annually to parents on the school's policy for children with SEN/D

The SEND Governor is Amy Coleman.

The Head teacher has responsibility for the day to day management of all aspects of schoolwork including provision for SEND. The Head teacher will keep the governing body fully informed and will work closely with the SENDCO's..

The SENDCO's are Collette Marshall (NASENCo) and Natalie Fairhurst

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy and other responsibilities include:

- overseeing the day-to-day operation of the policy/provision
- co-ordinating the provision for pupils with SEND
- liaising and professional guidance to fellow teachers
- collaborate with curriculum coordinators
- managing Learning Support Assistants
- overseeing pupil's assessments and records
- liaising with parents
- making a contribution to CPD
- liaising with external agencies, L.A. support services, Health and Social services and voluntary bodies.

## **Co-ordination provision for SEND**

- In-school provision is organised between teachers and learning support assistants.
- Support from external agencies is discussed regularly between the teachers and learning support staff.
- The SENDCO oversees all of the arrangements and keeps all relevant professionals, parents and pupils informed of all developments

## **SEND List**

A list of all SEND children is kept in school to show their age, type of difficulty, agencies involved and Intervention Support Band. It must be noted that children may move up or down the list, as appropriate.

## **SEND Budget**

SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to the needs, priorities and availability of resources. Additional funding is provided annually by the LA on the basis of data submitted to them for their audit of SEND arrangements (PLASC).

## **A Graduated Approach to SEN Support - The range of actions/provision.**

Appropriate arrangements will be determined for each individual pupil but may include one or more of:

- assessment and planning
- grouping for teaching purposes
- human resources
- curriculum and other teaching methods

In line with the 2014 Code of Practice the following graduated response will be made to pupils who have SEND. Children will be **monitored** at the first sign of concern.

Once the class teacher has identified a child as not making adequate progress and as having difficulties, this is discussed with the SENDCO. The previous class teacher will be an informed source in discussions regarding the child's capabilities. If the difficulty is in a particular curriculum area, the teacher should speak to the teacher with responsibility for that area and discuss planning/resources for this particular difficulty and give guidance. Parents must be informed about the school's concern and a way forward will be discussed. This is the first stage of the SEND procedure and is referred to as '**monitoring**'.

The class teacher will then:

- use existing information as a starting point
- highlight areas of skills to support in class
- use baseline assessment to identify what the child knows, understands and can do
- ensure ongoing observation/assessment provides feedback so assessment forms the
- basis of the next steps
- involve the child

Arrangements will be monitored. The SENDCO and class teacher will regularly discuss the child's progress to determine whether the strategies in place are sufficient. This is the first stage of the SEND procedure. If there is still cause for concern then the child's parents will be contacted again to discuss the situation. The child's progress will be discussed, and a individual target plan will be put in place for the child. The target plan will consist of SMART targets based on the areas of difficulty for the child. This action will then take the child on to the next stage – **Support Intervention Band A**.

### **Support Intervention Band A**

- Trigger is a concern, underpinned by evidence, that despite differentiation and other arrangements, the child makes little progress due to underachievement, sensory/physical or communication/interaction difficulties
- class teacher/SENDCO discuss, look at existing and collect additional information,

- SENDCO takes lead in further assessment and planning future support in conjunction with the class teacher
- Interventions are put in place which include different materials or groupings,
- Individual Target Plans have up to 3 SMART targets, discussed with pupils and parents. Copies are sent home and signed by parents.
- Individual Target Plans record what support/intervention is additional to quality first teaching and will be reviewed termly. Monitoring will be undertaken continuously.

A one page profile will be created in conjunction with the pupil outlining their individual needs, learning style, wishes/hopes for the future etc in order to ensure all staff understand the child's needs.

### **Support Intervention Band B**

Band B will be considered when:

- Pupils are unable to make appropriate progress despite additional intervention support provided by school at Support Intervention Band A.
- Expert advice is required from **one** external agency (e.g. SALT)
- Individual Target Plan (Individual Target Plan reviewed and new targets created in collaboration with class teacher, SENDCo and **one** external agency)

### **Support Intervention Band C**

Band C will be considered when:

- Pupils are unable to make appropriate progress despite additional intervention support provided by school at Support Intervention Band A.
- A range of expert advice and specialist assessments are required from a variety of external agencies (Educational Psychologist, SALT, Physiotherapist etc)
- Individual Target Plan (Individual Target Plan reviewed and new targets created in collaboration with class teacher, SENDCo and a variety of external agencies. (Educational Psychologist, SALT, Physiotherapist etc)

Children at Band C might require an application for statutory assessment if school/external agencies/parents feel this is necessary. In order to apply for statutory assessment the Educational Psychologist would be involved..

### **Statutory Assessment**

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the Local Authority to carry out a statutory assessment of their needs. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been

continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 9 of the Code of Practice 2014.

### **EHC Plans**

Following statutory assessment, a child can be issued with an Education, Health, Care Plan. EHCPs are based on coordinated assessments from all of the services involved with the child or young person. The plans focus on outcomes and say how services will work together to meet the needs of the child or young person.

### **Personal Budget**

Children with an EHC Plan have an entitlement to a personal budget. This is a sum of money that is allocated to an individual or family to meet their eligible needs and outcomes. It can come from Education, Health Children's Social Care or Adult Social Care. A Personal Budget will only be allowed when a clear and sensible set of outcomes is agreed by the Local Authority.

### **Individual Target Plan**

As indicated above arrangements which are additional to or different from that which is normally available will be recorded on Individual Target Plan. Through the use of Individual Target Plans we aim to:

- raise achievement of pupils with SEND
- develop a working document
- detail provision 'additional to' or 'different from' that generally available for all pupils
- detail targets which are 'extra' or 'different' from those for most pupils
- be comprehensible to all staff and parents
- be distributed to all staff as necessary
- promote effective planning to move learning on
- help pupils monitor their own progress
- result in good planning and intervention by staff
- result in the achievement of specified learning goals for pupils with SEND

**They will focus on:**

- up to three key individual, measurable targets set to help meet individual needs and particular priorities
- targets should relate to key areas in Communication, English, Mathematics, behaviour and physical skills
- strengths and successes should underpin targets and strategies

**They will consist of:**

- short term targets set for the pupil (Reviewed Termly)
- teaching strategies to be used
- provision to be put in place
- School Staff/External agencies involved
- outcomes (recorded when Individual Target Plan is reviewed on a termly basis)

**When reviewed the following will be considered:**

- progress made
- parents' views - A copy of the Individual Target Plan will be sent home for parents to sign and return to school.
- pupil's views
- effectiveness of the Individual Target Plan
- any specific access issues that impact on progress
- any updated information and advice
- future action, including changes to targets and strategies

**As part of the process 'progress' will be defined as:**

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers

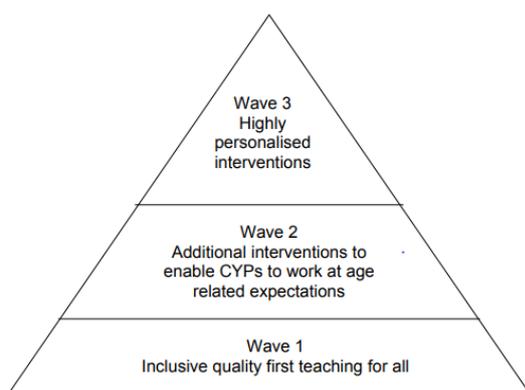
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

### **Assessment**

Assessment for learning takes place within lessons. Teachers and support staff who are carrying out interventions record the child's progress on a daily basis. These are analysed on a half termly basis as part of our pupil progress meetings and form the basis for further action/intervention strategies.

### **Differentiation of the Curriculum**

Teachers are responsible for identifying and responding to the learning needs of all children. The teacher must be aware of any difficulties and the possible solutions to it. The curriculum must be delivered to all children in the best way to suit each child, i.e. differentiation. This must apply equally to both SEND and the gifted child. See Waves of Intervention:



### **Many things need to be considered when planning for differentiation:**

- assessment of need
- ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation
- matching demands to levels of attainment
- using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- including work recorded in different formats
- providing a range of activities to ensure participation
- providing similar work for a group but allowing different outcomes

- allowing sufficient repetition to consolidate skills
- allow time for reflection
- ensuring the pace of the lesson takes account of the difference between individuals
- support arrangements

### **Differentiation can take many forms:**

- alternative ways of presenting the material
- multi-sensory activities
- reduction in volume of material
- reduction in complexity of material
- altering reading demands
- support from various sources
- pupil grouping
- a variety of options
- clear purpose to everything
- teaching and reviewing

### **Resources**

The professional development of all staff is encouraged. Where appropriate, teachers, the HLTA and support staff are encouraged to attend CPD training to help understand more about the children with whom they work. The SENDCO will attend courses to become more informed about their role, and will inform the teaching staff about any updates and changes.

### **School Provision**

- Head teacher,
- Teachers
- HLTA
- Learning Support Staff
- Parents

### **Local Authority Provision delivered in school**

- Educational Psychology Service
- Learning Support Service
- Sensory Service for children with visual or hearing need
- PIT – Primary Inclusion Team
- SIASS

### **Health Provision delivered off site or in service via prior agreement**

- School Nurse
- SALT (Speech and Language Therapy)
- Occupational Therapy
- Physiotherapy
- CAMHs

Our school building is all at one level, and there are ramps provided at all main entrances.

Resources are allocated in the individual classrooms.

### **Our inclusive practices**

**The school will ensure, in line with the principle of inclusion that:**

- all pupils are achieving to their full potential
- if on occasions individuals are not achieving as much as they can they find out why
- they are aware of differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action they will take
- the aim of the school is to promote inclusion of all children. SEND children are supported in a variety of ways to meet their individual needs.

**Evaluation and success criteria:**

- by looking at evidence and records children will move both up and down the SEND list
- CPD opportunities and training regularly provided for all staff
- by collaboration between SENDCO, school staff and support staff
- by fulfilling targets on the Individual Target Plans and intervention programs
- by monitoring the children through gathering a variety of evidence including pupil progress, evaluation of intervention strategies etc.

### **Admission arrangements**

All applicants for places are considered by the governing body before decisions are made. Home visits are made by the Nursery staff/Head teacher to liaise with parents individually. The Nursery places are currently full time. Not all Nursery children are guaranteed a place in the Reception class the following year. Admissions to school during the school year depend upon the availability of places in particular classes.

Through the Admissions Policy (see Admissions Policy), the Governing Body drives for a fair distribution of places that truly reflects the needs of all families within our community, irrespective of race, religion or disability, bearing in mind the nature of the school foundation.

## **Complaints procedure - (Please see Complaints policy)**

### **Professional Development.**

The professional development of all staff involved in meeting the needs of SEND is ongoing.

Training opportunities include:

- inset days
- skill sharing and the demonstration of teaching techniques and strategies organised within school
- professional development sessions on relevant subjects provided by staff from the inclusive service.
- the circulation of all relevant paperwork as published
- teachers give feedback from courses
- use is made of the expertise of the support services
- liaison with the SENDCO
- links with the local special school (when appropriate)
- the staff to extend and develop new skills when appropriate

### **Storage of information**

- all children have a personal school file, where all relevant paperwork and reports are kept
- All information regarding interventions, SEND meetings with parents/ external agencies, reports from external agencies, individual target plans are stored on CPOMS

### **School links and transfer**

Transitions can be difficult for a child with SEND, and we take steps to ensure that any transition takes place as smooth as possible.

There are links with the appropriate special schools. When a child is being considered for transfer, visits will be made.

#### **If you child is joining us from another school/pre-school setting:**

- The SENDCO/head teacher will meet with the appropriate professionals from the setting to discuss the child's transition/SEND needs and to ensure a hand over the appropriate documents.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

**If your child is moving to another school:**

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- Where possible, a planning meeting will take place with the SENDCO/class teacher from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

**When moving classes in school:**

- Information will be shared with the new class teacher in advance. This will include Individual target plans, One Page Profiles, EHC Plans (where appropriate) will be shared with the new teacher to ensure a smooth transition between classes

**In year 6, moving to high school:**

- The SENDCO/class teacher will discuss the specific needs of your child with the SENDCO of the child's mainstream or specialist secondary school.
- Where possible, the child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in our school.
- When the child transfers to High School all relevant information is passed over to the new SENDCO at the secondary school.

**Parents**

All parents of children with special educational needs are partners in the SEND process.

**They will be supported so as to be able and empowered to:**

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- participate in consultations about their child
- have access to information, advice and support

**To make communications effective professionals will:**

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths as well as areas of additional need

- ensure that parents understand procedures and are able to contribute. Parents sign IPM's at parents evening consultations.
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints

### **Pupils**

The pupils will be encouraged to express their viewpoints and be involved in their own learning.

Pupils will be involved in writing their one-page profiles with the class teacher to ensure they feel that their needs are understood as well as evaluating their targets on their individual target plan.

### **Gifted and Talented**

In addition, the school identifies those children who are gifted and talented (Please see G + T policy)

### **COVID-19**

The school will support SEND pupils to ensure that they make rapid progress as they return to school. This will be done in a COVID secure manner with staff, where ever possible, maintaining social distancing. External agencies will make limited visits to school and so consultations may be on-line and classroom observations may not be possible depending on the rates of Covid in the local area/school. Where visits to the school take place, these will be done on the basis that they are essential visits and the visiting staff will be wearing PPE as appropriate in line with the school's Covid risk assessment.

**SENDCO:** Mrs Collette Marshall/ Mrs Natalie Fairhurst

**Headteacher:** Ms Rosie Knipe

**Review Date:** February 2023