



St. Paul's C of E (Aided) Primary School

## SEND Policy

Policy date: January 2017

Review date: January 2019

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### **VISION/AIMS:**

We believe that learning is a lifelong journey of challenge, achievement and fun!  
We will have high expectations of children by providing a varied and stimulating environment.  
Our aim will be to provide a range of approaches to learning to meet the needs of all children.

St Paul's School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We provide a broad and balanced curriculum for all pupils and respond vigorously to pupils' diverse learning needs. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children.

We aim to involve all children in their learning.

At St Paul's every teacher is committed to the learning of every pupil, including those with SEND.

### **DEFINITION of SEN:**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

SEN: ' 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have 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.'

## **KEY ROLES AND RESPONSIBILITIES:**

### **SENCO**

The SENCO has day to day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care (EHC) plans. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

The SENCO is Mrs L Hughes. She can be contacted via the school office on 01306 883 547.

Mrs Hughes gained the National award for SEND in July 2014.  
She is a member of the Senior Leadership Team (SLT), however all members of SLT are advocates for SEN.

### **OTHER ROLES**

SEND Governor: Mrs Sylvia Yelland

Designated teachers for safeguarding: Head and Deputy Head teacher  
Member of staff responsible for LAC: Deputy Head teacher

Member of staff responsible for meeting medical needs: Jane Shaw

## **INTRODUCTION:**

How the policy was put together?

This policy was created in partnership with the SENCO, Senior Leadership Team (including the Head, Deputy Head and Assistant Head), the SEN Governor and parent representatives of pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (July 2014).

How can parents access the policy?

Parents can access a copy of the policy in a variety of ways, including;

- The school website under 'policies'
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. large font.

## **CONTEXT**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act: Advice for Schools DfE Feb 2013
- Schools SEN information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012.

## **AIMS AND OBJECTIVES**

### **Aims**

At St Paul's all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and make them feel that they are a valued member of the school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will do our best endeavours to give pupils with SEND the support they need as early as possible, using a relevant and graduated response.
- Ambitious educational and wider outcomes will be set for them together with you as parents and with your child.
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- All pupils have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs.
- All children are given equality of opportunity to participate fully in school activities. This involves the removal of barriers to learning and achievement.
- We will use effective assessment and monitoring of needs.
- Opportunities for effective inclusion throughout the school to develop children's independence as appropriate to their level of need.
- Close and effective partnership between parents, school and outside agencies.
- We value children's views and make sure that they are listened to and used to help support the needs of the child.
- We aim to deliver relevant In-Service Training to ensure that our staff can do the best job possible to support each pupil's needs.

### **Objectives**

- 1) To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre.
- 2) To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities. This will include the implementation of new interventions, such as ARROW.
- 3) To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.

## **IDENTIFICATION OF NEEDS:**

Under the Code of Practice, July 2014 (pg 97-98), SEND has been broken down in to four areas of need. These consist of;

- **Communication and interaction-** this encompasses difficulties with speech and language and communication needs. This can include children who have difficulties saying what they want to or difficulties understanding what is being said to them. Children can have varied needs and these can change over time. Children with ASD and Asperger's are likely to experience difficulties with social interaction. They may also experience some difficulties with language, which can impact on their ability to communicate with others.
- **Cognition and Learning-** this encompasses a broad spectrum of difficulties related to a child learning at a slower pace to their peers. Children require additional support with their learning. This could be due to Moderate Learning Difficulties (MLD), specific learning difficulties (SpLD) such as dyscalculia or dyslexia, Severe learning difficulties (SLD) where a child needs support in all area of the curriculum and Profound and multiple learning difficulties (PMLD), including severe learning difficulties as well as some form of physical/sensory impairment.
- **Social, emotional and mental health-** 'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. ' (SEND CoP 2015)
- **Sensory and/or physical-** this encompasses children who have some form of physical difficulty which prevents them from accessing the normal classroom environment/provision. Difficulties might include vision or hearing impairment or a multi-sensory impairment, all of which may require some specialist support. These difficulties may fluctuate over time or may require continued additional support and equipment to enable the child to fully access the curriculum and the learning environment.

At St Paul's School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

## **A GRADUATED APPROACH TO SEN SUPPORT:**

### **A whole school approach:**

All children are entitled to 'Quality First Teaching'. This is the effective inclusion of all children in high quality teaching that is well differentiated to support the individual needs of the child. Teachers will base the learning on clear objectives that are shared with the children and returned to at the end of the lesson. Teachers will use creative and interactive teaching styles to engage all learners. Teachers will use a mixture of auditory, kinesthetic and visual teaching styles to try and reach the needs and learning styles of all children. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. Additional support and intervention cannot compensate for the lack of first quality teaching.

All class teachers will take steps to provide differentiated learning opportunities that will aid children's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The quality of teaching for all pupils is reviewed on a termly basis, including those at risk of under achievement.

The progress of all children is monitored closely by the class teacher. Each individual child's progress is tracked from term to term and data meetings are held for each year group to review the progress of all the children and identify those not making expected progress.

Parents evenings are used to monitor and discuss the progress being made by children and to share any concerns about a child.

Regular training and INSET is provided to develop teachers' understanding and strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

### **How does the school decide whether to make special educational provision?**

Termly data / pupil progress meetings are held for each year group at the end of each term. The meetings are attended by the senior leadership team (SLT) and relevant class teachers. The meetings are used to identify those raising concerns re progress or other issues impacting on a child's learning. After this meeting the HT, DHT and SENCO will meet to plan interventions and/or monitoring for the term ahead. This information will then be fed back to the class teachers who will incorporate it into their Class Provision Map.

Once a pupil has been identified as needing further support or possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The SENCO will be consulted as needed for support and advice and may wish to observe the child in class.

In collaboration with the SENCO, class teachers set realistic and achievable targets for children. A wide range of intervention programmes are used to support a child's area of need. Success against these short term, achievable targets is assessed half termly by the class teacher and other adults delivering support. If an intervention is not found to be having an impact then the support is adjusted accordingly.

Both teaching and support staff receive training and updates about new programmes. There are members of staff who are highly trained in specific interventions. Programmes of work vary in length according to the type of need that is being addressed.

Parents who have concerns can raise these with the class teacher or with the SENCO directly. If a child is recorded as being under observation due to concern by parent (or teacher) this does not automatically place the child on the SEND register.

Children entering Reception with possible Special Educational Needs are closely monitored and targets are set as appropriate to the needs of the child. The school liaises closely with the pre-school setting to ensure that the school is fully informed of a child's needs.

### **How is the decision made to place pupils on the SEND register?**

We are required to follow guidance set out within the Code of Practice to determine whether it is appropriate for a child to be put on the SEND register.

The Code of Practice recommends an 'Assess, Plan, Do and Review' cycle.

**Assess:** We will regularly assess all pupils' needs so that each child's progress and development is carefully tracked against their peers and national expectation. We will listen to the views of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other educational professionals such as educational psychologists or speech and language support and from health and social services where appropriate.

**Plan:** Where SEND support is required the teacher and SENCO will work with the parent/carer to put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. In most cases this information will be recorded on a 'Pathway Plan'. The teacher will share the targets with the pupil in a child friendly way. All staff working with the pupil will also be made aware of the plan and the targets the child is working on. Parents will be asked to share in the monitoring of progress through any home learning.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. They will liaise closely with the class teaching assistant and any specialist staff who provide support set out in the Pathway Plan. All staff working with the child will be responsible for monitoring the progress being made. The SENCO will provide support, guidance and advice for the teacher and teaching assistants.

**Review:** The Pathway Plan, and the interventions detailed within it, will be evaluated each term. The impact of the support and interventions will be reviewed by the teacher, SENCO, parent and the pupil. This will inform the planning of next steps, further interventions and support for a further period or where successful the removal of the pupil from SEND support.

For pupils with a statement (under the old system) or an EHCP the LA must review the plan at least annually.

### **How are parents, families, children and young people involved in this process?**

- Teachers share and review targets with pupils (where appropriate)
- Targets (Pathway Plans) are shared and discussed at the October and February parents' evenings. Summer Term Pathway Plans are sent out to parents in June with an invitation to attend school to discuss it further.
- At these three points parents are asked for their thoughts and comments on their child's progress and next steps in their learning.

- Parents are encouraged to come in and share their thoughts and concerns with the class teacher and/or SENCO throughout the year.
- Parents of children with statement/EHCP are invited to annual review meetings.
- In cases where professionals come in to see a child, parents are often asked to come in to meet with those professionals too.

## **SEND PROVISION**

### **What does additional support mean?**

Additional support refers to a measure put in place to support a child, which is additional to the provision made for all the children in the class. Additional support can take many different forms and does not necessarily mean the additional support of a teaching assistant.

SEND support can take many forms including:

- A special programme of learning for a child
- Extra help from a teacher or teaching assistant
- Making or changing materials or equipment
- Working with a child in a small group e.g. on an intervention programme or supporting them to achieve the lesson objective
- Observing a child during unstructured times such as breaks
- Observing a child during lesson time
- Helping a child take part in class activities
- Making sure a child has understood what has been asked of them
- Encouraging a child to ask questions and to try something they may find difficult
- Helping other children to work with a child or play with them at play time
- Supporting a child with physical or personal care difficulties such as eating, dressing, getting around school safely or toileting.

### **Managing the needs of Pupils on the SEND register**

It is important for the school to meet the needs of all the children on the register. Each child is an individual and each child will have their own programme to meet their individual needs. This programme will take the form of a termly Pathway Plan.

All staff are involved in managing and meeting the needs for pupils at SEND support and individualised plans are drawn up in collaboration with the SENCO, class teacher and TAs who will be working with that child. Plans are updated at least termly and more frequently if required. The amount and type of support given depends on the individual needs of the child and is planned based on guidance from the Surrey Local offer. In some cases it is based on advice provided by outside SEND professionals who have assessed the pupil.

As part of the Assess, Plan, Do and Review cycle (mentioned earlier) parents are kept informed of children's individual plans through parents' consultation evenings in October, February and again in the Summer term should they wish. The SENCO is also available at these parents evenings should parents wish to discuss their child's needs further.

Additional provision is recorded on a child's personal Pathway Plan as well as on a class provision map for use by class teacher, SENCO and class TA. Clear, measurable targets are set with expected outcomes. The impact and cost effectiveness of any additional provision is monitored closely by the school.

The SEND register is reviewed regularly and decisions to remove children from the register are only taken when a child has made significant progress and the teacher, SENCO, HT and parents are in agreement the child's needs can be met without additional intervention.

### **Supporting parents/carers and young people**

The school provides support and advice through the following means;

- The SEN Information Report (which can be found on the schools website)
- Surrey's Local Offer which includes other agencies who provide a service <https://www.surreysendlo.co.uk/>
- Access arrangements for exams- organised by Mr Hogan Fleming
- Supporting transition arrangements- teachers have comprehensive handovers from Year group to Year group and Year 6 teachers and the SENCO meet with heads of years and SENCOs from the local secondary schools to ensure smooth transition
- School's policy on managing the medical conditions of pupils

### **Supporting pupils at school with medical conditions**

As an inclusive school, St Pauls recognises that pupils with medical conditions should be properly supported so they have full access to education, including school trips and physical education.

Children with significant medical conditions will have an individual health care plan which is written by medical professionals in liaison with the school.

As needed, we have facilities for children with medical needs. These include a disabled toilet with a shower and room to change a child, a music room which offers space for physical sensory activities.

Training for staff is provided as needed to enable staff to care appropriately for the medical and learning needs of the child.

When a child is disabled, the school will comply with its duties under the Equality Act 2010.

Some children with medical needs may also have SEND needs. In some cases these children will have an EHCP which brings together health, social care needs and special educational needs provision.

### **Monitoring and evaluation of SEND**

Our provision is monitored and evaluated on a regular basis (at least half-termly) to ensure that it is effective and where ineffective it is improved or changed. This regular monitoring helps to inform future plans.



An action plan for SEND is written by the SENCO each year and shared with the SLT. If the actions are significant and involve key changes to practice then it is incorporated into the main School Development Plan. The action plan is reviewed termly by the SENCO and SLT. Appraisal targets for the SENCO reflect the content of the SEND action plan.

The effectiveness of interventions is shared with the SEND Governor. This occurs through termly meetings between the SENCO and SEN Governor. The SEN Governor and Headteacher keep the full governing body informed of progress in this area.

SEN funding and expenditure is reviewed termly with the SENCO, bursar and members of the senior leadership team. This enables effective use of our resources. Part of this process involves reviewing value for money.

We welcome developmental feedback from parents, staff, pupils and other agencies. This is used by us to reflect upon and develop the effectiveness of our SEN provision in school.

We are members of a number of local and county partnerships. These enable us to, for example, develop best practice and to moderate our provision against those of other schools.

### **Training and development**

Training needs are recognised in a number of ways. These include thorough staff appraisal meetings and, in response to a new cohort, working with a new teacher.

In-house training for 2016 has included Precision Teaching, Numicon, First Quality teaching, discussion of resource need and effective use, specific training for individual staff members (e.g. Rapid Writing). This includes training with all staff, staff groups and/or individuals.

We are fortunate to have staff with specific areas of expertise such as speech and language and these members of staff have received specific detailed training from ELKLAN. Where we have staff working with individual children with identified needs, these staff have received training specific to the child's needs.

The SENCO undertakes regular training to address the changing needs of the children on the register and to find out up to date information to support key areas of need. This training includes local network meetings, an annual SEND conference and other local training events.

### **Storing and managing information**

Data and information will be stored in line with our Data Protection Policy. Documents are stored securely until the year when a child turns 25 (subject to changing guidance from the DfE). At this point in time documents are then securely destroyed.

### **Comments, complements and complaints**

The school welcomes all feedback on our SEND provision and procedures. All feedback is given due consideration and acknowledged either verbally or in writing.

Comments and complements can be passed on to the school either in person, in writing or via email. Letters and emails should be sent to school via the school office.

We also welcome feedback which enables us to further develop our SEND provision. If a parent has a concern with the provision for their child, in the first instance they should discuss it with the class teacher who will liaise with the SENCO as appropriate. If the child has an EHCP the first contact can be made with the SENCO. The senior leadership of the school can also be contacted if a parent wishes to discuss an issue further.

Should the above not resolve the concern the school does have a more formal complaints procedure which can be accessed via the school website.

### **Reviewing the SEND policy**

In line with all the school policies the SEND policy will be kept under regular review.

It will next be reviewed in January 2019.

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Appendix A: **SEND Management Timetable**

Appendix B: **Related Policies**

Appendix C: **Key Documentation**

## Appendix A: **SEND Management Timetable**

<b>September</b>	Informal assessments undertaken by new class teacher. Meeting between HT, DHT and SENCO re intervention groups and key concerns as highlighted by July pupil progress meetings. Whole class Provision Map drawn up by class teachers (by end of Sept) and interventions begun.
<b>October</b>	Individual Pathway Plans written by the SENCO in collaboration with Class teachers in time for Autumn Parents Evenings. Class teachers review the Pupil Profile section of the Pathway Plan with the pupil. Pathway Plans shared with Parents at the October Parents Evening. First monitoring meeting with SEND Governor
<b>January</b>	Meeting between HT, DHT and SENCO re intervention groups and key concerns as highlighted by December pupil progress meetings. Whole class Provision Map drawn up by class teachers (by mid January) and interventions begun as soon as possible.
<b>February</b>	Review of Pathway Plans and setting of new targets. Pathway Plans shared with Parents at the October Parents Evening.
<b>March</b>	Second monitoring meeting with SEND Governor
<b>April</b>	Meeting between HT, DHT and SENCO re intervention groups and key concerns as highlighted by March pupil progress meetings. Whole class Provision Map drawn up by class teachers (by end of April) and interventions begun as soon as possible.
<b>May</b>	Review of Pathway Plans and setting of new targets, ready for introduction and implementation after May half term break. Annual SEN report to Governors, shared at the Governors Learning Committee meeting (either presented by SEND Governor, SENCO or Headteacher)

**July**

Teachers receive hand over information and data on new Classes. This includes Pathway Plans and Provision maps, as well as information regarding any other needs, for example medical conditions.

## Appendix B: **Related Policies**

Accessibility Plan (pending review)

Equality and Single Equality Scheme (pending review)

Anti-Bullying

Behaviour

Safeguarding

Teaching & Learning

Assessment

Marking & Feedback

Supporting Pupils With Medical Needs