St Paul's C.E. Primary School

Headteacher: Miss Wendy Budsworth

ST PAUL'S CE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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Review Date:

Believe and Achieve

We want our pupils to believe in themselves and God so that they have the confidence to overcome barriers in order to achieve to the best of their ability whatever they aspire to.

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INTRODUCTION

1.1 St Paul's CE Primary School is part of the Vantage Multi Academy Trust (herein the 'Trust') and is a single form entry, multicultural primary school.

1.2 It is the school's philosophy that learning knows no limits and our policy is built upon this belief. We believe that all children have a right to a full and rounded education which will enable them to achieve their full potential. Alongside this, we provide appropriate intervention and support for children who have needs which are 'additional to and different from' that provided within the differentiated curriculum.

AIMS

2.1 We at St Paul's CE Primary school are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement we believe every child matters.

We aim through excellent teaching and our Christian ethos, to enable all our children to:

- Be happy, healthy and feel secure.
- Be independent, self-confident and eager to learn.
- Be considerate, compassionate and value each other.
- Be enabled to use their skills to achieve their aspirations for the future.

OBJECTIVES

3.1 We aim to

- Provide for and facilitate the learning needs of all pupils through a full and balanced curriculum appropriate to their needs.
- Identify pupils who are having significant ongoing difficulties in learning.
- Provide specific and meaningful learning objectives for all pupils
- Encourage self-esteem and self-worth by celebrating success
- Ensure all staff are informed about pupils with special education needs
- Enlist the partnership of parents and pupils in addressing individuals learning needs taking into account their views
- Provide for the development of staff expertise through training and the dissemination of information
- Work within the guidance provided in the SEND Code of Practice 2014
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Coordinator (SENDCo) who will work with the SEN Inclusion policy

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

4.1 The SEND Code of Practice 2014 states that a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty learning than the majority of others of the same age

OR

- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

4.2 Special Educational Needs and disabilities can be considered as falling under four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

These four broad areas give an overview of the range of needs that should be planned for.

4.3 The purpose of identification in school is to work out what action the school needs to take to ensure positive outcomes for the pupil rather than to fit a pupil into one of these categories. Pupils often have needs which cut across all areas and their needs may change over time.

4.4 St Paul's has a clear approach to identifying the needs of pupils with SEND with the emphasis being on early identification. The school assesses each pupils' current skills and levels on entry to the school, building on information from parents, previous settings and outside agencies, where applicable, to build up a picture of the whole pupil, not just their special educational needs and disability.

4.5 Class teachers, supported by the leadership team, make regular assessments of progress of all pupils via termly pupil data reviews. If a pupil is making less than expected progress the first response is high quality teaching targeted at their areas of need. Where progress continues to be less than expected the class teacher, working with the SENCO, considers all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress to identify if a pupil has SEND. This includes using high quality and accurate formative assessment and using effective tools and early assessment materials.

4.6 For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals using the relevant referral processes. (See appendix A)

4.7 There are a number of educational issues that are not labelled as SEND but can impact on progress and attainment. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality Legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A GRADUATED APPROACH TO SEN SUPPORT

5.1 In the Trust we use the graduated approach to SEND support which follows the; assess, plan, do and review cycle to identify and manage pupils with SEND.

5.1.1 **Assess**

A clear understanding of a pupil's needs is a critical precondition to planning effective strategies, creating appropriate provision, and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Following on from summative assessments, teachers identify which pupils are not making progress to reach their individual targets. Further assessment is then carried out to establish a clear analysis of a pupil's need. These may include teacher assessments and experiences of the pupil in class, behaviour, attendance, pupil's own voice, the views and experiences of parents/ carers and the individual's development in comparison with their peers.

5.1.2 **Plan**

The first step in responding to a pupil's identified need is to ensure that high-quality teaching, differentiated for individual pupils, is in place. Additional intervention and support cannot compensate for a lack of good quality teaching. Following assessments, the teacher needs to identify what changes or adaptations to quality first teaching, this new understanding means they need to make. Once the specific areas of need and gaps in learning and development have been identified,

additional or different support and intervention targeted at these key areas can be planned and delivered.

5.1.3 **Do**

The class teacher is at the centre of the day-to-day responsibility for working with all pupils, even where interventions and targeted provision involves group work or one to one teaching away from the class. Teachers work closely with teaching assistants and specialist staff involved to plan and assess the impact of targeted interventions.

5.1.4 **Review**

At the end of any interventions or targeted provisions the outcomes are fully evaluated. This may be through comparing baseline data with data collected at the initial assessment point, reviewing pupils' progress in relation to the targets set and/or reviewing other factors that may have affected progress. Evaluations include the overall effectiveness of the intervention, identify where more evidence is located and detail what the next steps need to be.

5.2 Where pupils have an Education, Health, and Care Plan (EHCP) the impact of any interventions and progress towards targets in the plan are formally reviewed through a person-centred review on an annual basis by everyone involved with the child.

5.3 The school believes that parents should be kept fully informed about their child's progress. Parents and pupils are invited to attend Parent evenings to discuss the progress made and share individual targets to further improve learning. Parents may request additional information at any time regarding the progress of their child. The SENCO has regular contact with parents to share information from specialist outside agencies and to collect information to help plan for their child's individual needs.

5.4 Children with SEND have a single page profile. This is a way for a pupil with SEND to have a voice, to have their strengths and what is important to them as an individual acknowledged and identify how they can be best supported to achieve their outcomes.

CRITERIA FOR EXITING THE SEND REGISTER/RECORD

6.1 The SEND register is regularly updated, and pupils are either added to it or removed from it. If a pupil has made accelerated progress and/ or is achieving age related expectations in all areas of the curriculum and wider curriculum they may be moved to 'monitoring level'. If this is the case then views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any

other professionals involved. This means that they have not been removed completely but their progress needs monitoring closely to ensure this level is maintained. If this progress does continue over the following two terms, they will be removed completely.

SUPPORTING PUPILS AND FAMILIES

7.1 As part of the 2014 SEND Code of Practice all local authorities must publish a local offer which outlines the provision which is available for children and young people in the local area. Bolton's Local offer can be found using the following link: mailto:https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/

7.2 ST Paul's has also produced a SEND information report which outlines the provision available at the school. This can be found on the school website using the following link: mailto:https://stpaulsceprimaryschool.co.uk/special-educational-needs-send/

7.3. The school has developed links with several agencies to support its work with pupils with SEND as is appropriate for the needs of the child. Parents are consulted before external agencies are involved. SEND support services may be asked to offer advice on the best way to provide for a pupil's SEND, to carry out assessments on a pupil, to work directly with a pupil or teaching staff or to provide staff training.

7.4 Agencies that may be involved with school include:

- Learning support service (LSS)
- Primary inclusion team (PIT)
- Educational Psychology Service (EPS)
- Sensory Support Service (Hearing and Visual Impairments)
- Speech and Language Therapy Service (SALT)
- 0-19 team
- Children's Services
- Salford Information and Advisory Service (SIASS)
- Occupational Therapy
- Physiotherapy
- Community Paediatrics
- Child Adolescence Mental Health Service (CAMHS)

- Family Support Services

7.5 Admission arrangements for pupils with SEND follow the same criteria as any other pupil. A copy of the Admission Policy can be obtained from the school office. You can find more about school admissions and applications at the following website. Admissions to schools – mailto:https://www.salford.gov.uk/schools-and-learning/schools-admissions/

7.6 If a pupil has a special educational need and/or disability which makes it difficult for them to fully access exams or other assessments, every opportunity is made for them to do so. Formal assessments applications are placed by the Senior leadership team and SENCO.

7.7 Transition times can be a difficult time for any pupil, so we try to ensure that they are as smooth as possible. To aid transition in the Early Years, teaching staff will visit parents and new pupils in their own home. Pupils also get the opportunity to visit their classroom with their parents before a phased transition in September. To aid transition from year-to-year pupils have the opportunity to meet their new teacher on transition day and parents have the opportunity to meet their child's new teacher at 'Meet the Teacher events'. For pupils who will find transition particularly challenging, additional transition and transition booklets can be completed.

7.8 Close liaison is made with schools if a pupil moves school within the academic year to ensure that all relevant information is fully shared.

7.9 In year 6 the class teachers and SENCO liaise closely with secondary schools. Additional transition is set up for vulnerable pupils or pupils with high levels of need.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

8.1 The Trust recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs and/or disability (SEND) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

8.2 For further information and guidance see the school's Supporting Children with Medical Needs policy.

MONITORING AND EVALUATION OF SEND

9.1 St Paul 's regularly and carefully monitors and evaluates the quality of provision that we offer to all pupils. This is achieved through regular audits of pupils' books, learning walks, monitoring of pupils' single page profiles and monitoring of the provision detailed in intervention/ graduated approach plan. In addition, pupils, parents and staff are given the opportunity to share their views. All teaching staff have regular lesson and/or intervention observations and targets for improvement. Specialist outside agencies provide additional feedback. This monitoring and evaluation outcomes are regularly fed back to the LAB via a SEND evaluation report once a year. These evaluations then form the basis of the next SEND action plan. This means that as a school, we are constantly evaluating and monitoring to promote an active process of continual review and thus improve the provision that we provide for all pupils.

TRAINING AND RESOURCES

10.1 The schools receive a delegated budget each year based on the SEND Audit information collected by the local authority to support children with SEND. Additional funding is provided for pupils with additional needs to ensure they are achieving their full potential. Personnel, resources, equipment and training is allocated through careful consideration of the SEND action plan, whole school priorities for improvement in the School Improvement Plan and monitoring outcomes. Part of this budget is invested to purchase support from the Educational Psychology service. Top up funding can be requested from the local authority for children with severe and/ or complex special education needs via an Education, Health and Care Plan (EHCP) or Early Years Inclusion Funding.

10.2 The training needs of all staff are identified as part of the school's robust professional development systems. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

10.3 All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

10.4 The school SENCO regularly attend the LAs SENCO network meetings and training in order to keep up to date with local and national updates in SEND. Additional training is provided by specialist outside agencies who are involved with the school.

ROLES AND RESPONSIBILITIES

11.1 Provision for pupils with SEND is a matter for the Trust as a whole.

11.2 'All teachers are teachers of pupils with special educational needs and/ or disabilities.' Class teachers have the responsibility to identify the strengths and needs for the pupils in their class and plan to ensure that all outcomes are achieved. The class teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access additional support from teaching assistants or specialist staff.

11.3 Additional SEND support is provided by teaching assistants and teachers to ensure the child's individual targets and outcomes are met. This may involve scaffolding learning, flexible groupings, use of technology, explicit instruction, cognitive and metacognitive strategies, small group work, one to one targeted support and additional interventions. Any support provided by teaching assistants is planned closely with the class teacher.

11.4 The Designated Teachers with specific Safeguarding responsibility are Wendy Budworth, Victora Walton, Jaime lea Murray, Catherine Robbinson.

11.5 The member of staff responsible for managing pupil premium grant is Wendy Budsworth.

11.6 The designated members of staff responsible for managing LAC is Wendy Budsworth.

11.7 The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Wendy Budsworth

11.8 The school's Special Educational Needs and Disabilities Co-ordinators (SENCO) is Mrs Leesha Jones. The key responsibilities for the SENCOs include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for pupils with SEND
- Liaising with and advising fellow teachers and the other members of the SEN team
- Managing, supporting, and advising learning support assistants
- Overseeing the records of all pupils with SEND
- Liaising with parents of pupils with SEND
- Contributing to the in-service training of all staff

- Liaising with external outside agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Monitoring and evaluating the SEND provision in school
- Using findings from above to produce a SEND action plan to improve outcomes for pupils with SEND.
- Produce an annual SEND report for the LAB and feedback to LAB representatives termly.

STORING AND MANAGING INFORMATION

12.1 All information regarding pupils SEND is confidential and is shared with relevant staff on a need-to-know basis. Any paperwork about children with SEND is securely stored. Any paperwork that is no longer needed is shredded or placed in a confidential waste bag.

12.2 The school has a confidential policy which applies to all records.

ACCESSIBILITY

13.1 All pupils have access to and participate in an inclusive and enriching curriculum with lots of opportunities to develop their social, emotional, and cultural development alongside their academic development. Every effort is made to ensure that all pupils can fully access the school's curriculum by making the necessary adjustments. Close liaison is set up with specialist outside agencies to ensure that all staff are fully aware of the needs of pupils with physical or sensory impairments and how to reduce any barriers to learning.

13.2 To enrich the curriculum the school has many extra-curricular clubs on offer and pupils attend various trips throughout the year. Every effort is made to ensure that all pupils fully participate in all aspects of learning, therefore reasonable adjustments and provisions are put in place. These may involve providing additional transport, access to wheelchairs and additional staffing support. Where needed advice and support is accessed from specialist outside agencies or medical staff.

13.3 ST Paul's has ensured that anybody with a disability has full access to the physical environment by providing the following:

- Wide door access
- Wheelchair access
- Disabled toilet facilities

- Handrails
- Ramps
- Disabled car parking spaces
- Highlighted steps

13.4 The school has an accessibility plan which has been written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010. (http://www.legislation.gov.uk/ukpga/2010/15/schedule/10)

DEALING WITH COMPLAINTS

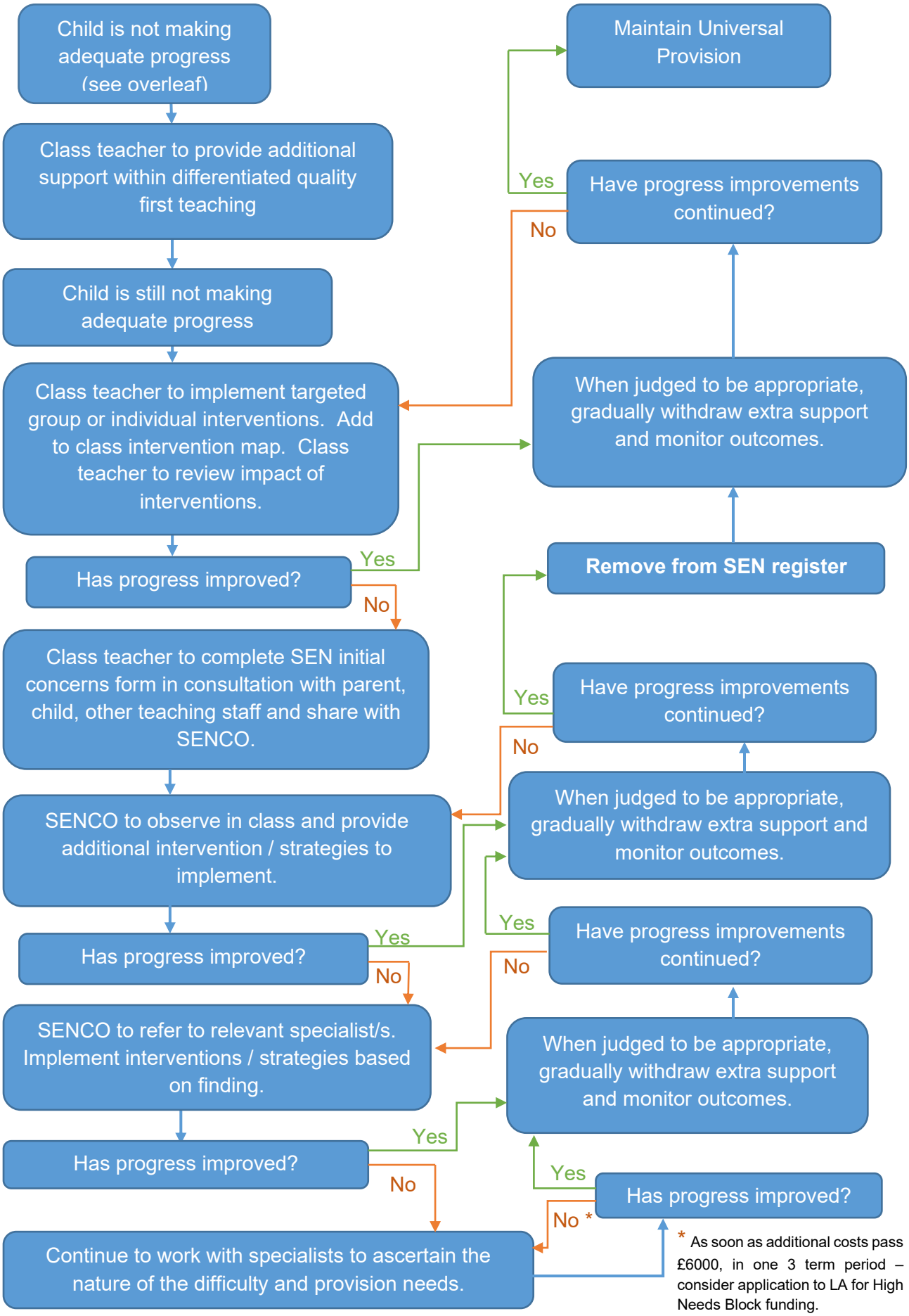
14.1 St Paul's has a complaints procedure to ensure that complaints are responded to quickly and effectively as possible. As a school we value all comments about our school and endeavour to address any concerns at the earliest stage possible. A full copy of the School's Complaints Procedure can be obtained from the school and is also detailed on the school website. The vast majority of complaints can be resolved informally. There are many occasions when the class teacher, office staff, SENCO and senior teachers can resolve any complaints straight away. If parents remain dissatisfied with the outcome, the complaint is then referred to the School Principal or the Chair of the LAB, as outlined in the Complaints Procedure.

BULLYING

15.1 St Paul's has a duty of care towards its pupils. The overall aim of the anti-bullying policy is to promote a climate in school where bullying and harassment cannot flourish and where all members of the school community especially the young are treated with respect. This is entirely consistent with the school's vision and ethos. The policy aims to be preventative and proactive to enable children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, appearance or culture.

15.2 For more information see the school's Anti-bullying policy

Appendix A – SEND Flow Chart



Below references from page 95 of Special educational needs and disability code of practice: 0-25 years (July 2015) - Reference: DFE-00205-2013

"6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- *is significantly slower than that of their peers starting from the same baseline*
- *fails to match or better the child's previous rate of progress*
- *fails to close the attainment gap between the child and their peers*
- *widens the attainment gap*

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life."

Reviewing the Policy

This policy will be reviewed on an annual basis.