



St. Paul's Church of England Primary School

Growing Learning Succeeding

an academy in The Good Shepherd Trust

SEND Information Report

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The kinds of special education needs and disabilities (SEND) that are provided for:

We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). Places for children with or without a special educational need are allocated in line with the whole school admissions policy which follows Surrey LEA guidelines. We cater for pupils with a wide range of needs, including those who have special educational needs or a disability, those who speak English as an additional language and those who are gifted or talented. We acknowledge that not all children with disabilities necessarily have special educational needs but ensure that children with disabilities are able to participate as fully as possible in all areas of school life; making reasonable adjustments to our practices so as to comply with the Equality Act (2010). We firmly believe that every child matters and we aim to identify and address children's needs as early as possible and support their development in the most appropriate way; celebrating effort equally with achievement.

Policies for identifying children with SEND and assessing their needs

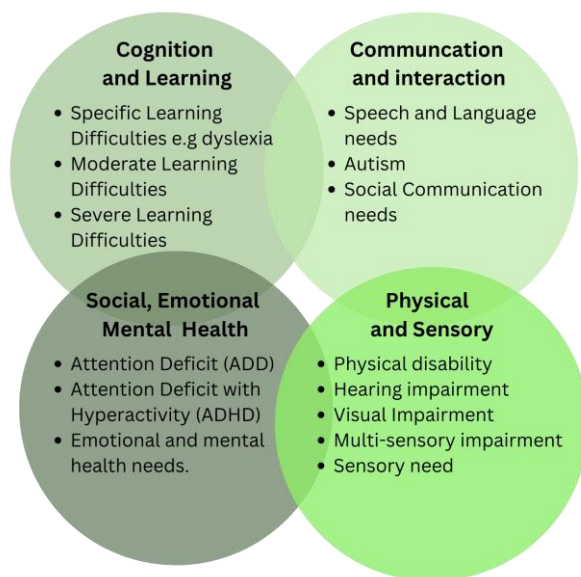
Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND which aligns with our school mission statement of "Growing, learning succeeding". At our school we take the definition for SEND and for disability from the SEND Code of Practice (2015). This states that:

'A child or young person 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 of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'

Some of our children are identified as having SEND or a disability prior to joining St Paul's. We liaise closely with any feeder schools and nurseries sending children with known special needs. Other children are identified as having SEND during their time at St Paul's. When considering whether a pupil has SEND, the 2015 Code of Practice advises that a pupil may be identified as having a SEND if, despite receiving quality first teaching and additional support, he or she makes less than expected progress. Less than expected progress can be characterised by progress which:

- Is significantly slower than that of peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the gap between the child and peers
- Widens the attainment gap

There are four broad categories of SEND:



At St Paul's we identify the needs of each pupil by considering the needs of the whole child; broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. The progress of all pupils is monitored informally on a continual basis and formally each term at pupil progress meetings. Progress is measured in all areas of learning and development, including academic and social and emotional aspects. Where a pupil has made less than expected progress despite receiving high quality teaching and additional support, he or she may be identified as having a special educational need.

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Parents are encouraged to talk to their child's class teacher or a member of the school's Inclusion Team if they have concerns about their child's educational needs or progress.

Arrangements for consulting parents of children with SEND and involving them in their child's education

- Initial concerns about a child's progress are usually discussed between parents/carers and a child's class teacher. A plan of action should be agreed upon and this will then be reviewed with the parent. If progress is still a concern, advice will be sought from the school's SENCo or Inclusion Leader and a decision will be made about whether to place the child on the SEND register. Parents will continue to be involved in planning, assessing and reviewing their child's progress regularly.
- Hearing and eyesight tests are often recommended to discount this as a reason for concerns.
- School may carry out assessments to identify areas of need and may, with parental consent, commission the services of outside agencies to carry out specialist assessments e.g Freemantles Outreach, STIPS (Specialist Teachers for Inclusive Practice)
- If outside agencies are involved, parents/carers will be invited to consultation meetings with these specialists and parents/carers are provided with reports from these meetings.
- The progress of children holding an EHCP is discussed at their annual review. At Year 5 annual reviews, transition to secondary school is considered with discussion involving parents and the Local Authority. At Year 6 annual reviews, the SENCo of the receiving secondary school is invited to attend.
- We exercise an 'open door' policy, whereby the SENCo/Inclusion Leader is easily contactable via the school office/telephone/email. Parents may be invited into school to discuss their

child's progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a child's SEN. We particularly welcome information from parents about how their child learns best, in order that it can be shared with those people who teach the child.

- **Arrangements for consulting children with SEND and involving them in their education**

Children's self-evaluation is actively encouraged throughout the school. All children with SEND complete a 'pupil passport' which they review regularly with adults from their class or the inclusion team. This outlines what is important to them, how they learn and how best to support them. These are used by all teachers to ensure that individual needs are met. Specific targets and additional provision are discussed where appropriate with the children and they are supported where necessary to think of strengths, areas for development and how best to develop in these areas. Where children have EHCPs they are involved in assessing how they are developing against the specified outcomes and may, where appropriate, be invited to attend annual review meetings.

Arrangements for assessing and reviewing child's progress towards outcomes

Our arrangements for assessing and reviewing the progress of pupils with SEND include:

- Professional dialogue between teaching, support staff and parents/carers.
- A cycle of consultation meetings throughout the year, based on the *assess-plan-do-review* model.
- Termly tracking of pupil progress against individual targets for specific interventions set out in the child's provision
- Annual Reviews of progress, with parents/carers and relevant professionals, for pupils with an Education Health and Care Plans (EHCPs)
- Meetings with external agencies, school staff and parents/carers, when children are assessed by external agencies, to discuss the findings and how best to address need and meet targets
- Consideration, when carrying out assessments, of additional needs e.g. a reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as is permitted during tests
- Monitoring by the Inclusion and Senior Leadership Team