

# St Paul's Church of England Primary School

an academy in the Good Shepherd Trust



## Special Educational Needs and Disability Policy

Date adopted:	01.02.22	Last reviewed:	01.01.25
Review cycle:	Yearly	Is this policy statutory?	Yes
Approval:	LC	Author:	Claire Blackmore
Local approval*:		Local author*:	
Next review Date	01.01.26		

\* only for policy/procedures that are templates and require local adaptation.

### Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	01.01.24	Claire Blackmore		<ul style="list-style-type: none"><li>• Amendments to Key Roles and Responsibilities (pg 2) due to staffing restructure</li><li>• Amendments to Graduated Approach (pg5) due to revision of Surrey Local Offer</li><li>• Amendments to Statutory Assessment (pg6) due to revision of Surrey Local Offer</li><li>• Amended SEND Governor to SEND Link Local Committee Member throughout policy</li></ul>

## **VISION FOR PUPILS WITH SEND**

St Paul's School aims to ensure that all children have maximum opportunity for learning. They have access to a well-planned, differentiated and resourced curriculum to meet their needs, with the necessary support to achieve this. We aim to ensure that pupils with SEND are enabled to reach their full potential, are fully included in the school community and are able to make a successful transition to secondary school.

## **DEFINITION OF SEND**

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. (SEND Code of Practice 2015)

## **KEY ROLES AND RESPONSIBILITIES**

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Local Committee, Head Teacher, Inclusion Leader and SENCO, all members of staff have important responsibilities.

### **SENCO**

Our SENCO is a qualified teacher and has the National SENCo award qualification. 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 EHC plans and statements. Part of the role of the SENCO is to co-ordinate arrangements with the Class Teacher and Base Leader regarding those pupils with SEND and disabilities.

### **Inclusion Leader (SENCO)**

Our Inclusion Leader is a member of the Senior Leadership Team and is a qualified teacher, who holds the National SENCo award. Our Inclusion Lead oversees the work of the Inclusion Team and works closely with the SENCo, Head Teacher and SEND Link Local Committee Member.

### **The Head Teacher**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school work, including provision for children with special educational needs. The Head Teacher will keep the Local Committee fully informed on Special Educational Needs issues and will work closely with the Inclusion Leader, SENCo and SEND Link Local Committee Member.

### **The Local Committee**

The Local Committee ensures that practice follows statutory guidelines and is overseen by the SEND Link Local Committee Member.

## **INTRODUCTION**

This policy is in line with our aims, teaching and learning policy and equality of opportunity policy and aims to support inclusion for all children. The responsibility for the management of this policy falls to the Head Teacher; the day-to-day operation of the policy is the responsibility of the Inclusion Leader. The Head Teacher and Inclusion Leader work closely together to ensure that this policy works effectively. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (2014). You can get a copy of our policy by:

- Looking on the school's website by clicking on the main tab 'Curriculum and Learning' and sub-tab 'Including all Learners'
- Asking for a hard copy at the school office.

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

## CONTEXT

The policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following related guidance and documents:

- Equality Act (2010)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

## AIMS AND OBJECTIVES

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

### We aim:

- For all pupils to feel equally valued.
- For all pupils to achieve their full potential.
- For all pupils to learn the social, emotional and behavioural competencies they need in order to sustain positive relationships with others.
- For all pupils views to be sought and taken into account.

### Key Objectives:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities.
- To ensure that Special Educational Needs are identified and assessed as early as possible
- To develop effective whole school provision management of universal (wave 1), targeted (wave 2) and specialist (wave 3) support for pupils with special educational needs and disabilities.
- To ensure that all pupils have access to a relevant, broad and balanced curriculum.
- 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 (2015).
- To work in close partnership with parents/carers to create a fully integrated home/school partnership.

## IDENTIFICATION OF NEEDS

There are four broad categories of SEND:

- Communication and Interaction e.g. Autistic Spectrum and Language Disorders
- Cognition and Learning e.g. Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties, Global Developmental Delay
- Social, Emotional and Mental Health e.g. ADHD, ADD, ODD, Attachment Disorders, Emotional Difficulties, Mental Health Difficulties
- Sensory and/or Physical e.g. Hearing Impairment, Vision Impairment.

At St Paul's we 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 or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

## **Identification of SEND:**

The 2015 Code of Practice states that:

A 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. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 at the same age in mainstream schools.

When considering whether a pupil has special educational needs, the 2015 Code of Practice advises that a pupil may be identified as having a special educational need if despite receiving Quality First Teaching (Wave 1) and additional support (Wave 2), he or she makes less than expected progress over a period of time. 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

The progress of all pupils is monitored informally on a continual basis and formally every term at pupil progress meetings. Where a pupil has made less than expected progress despite receiving Quality First Teaching (Wave 1) and additional support (Wave 2), he or she may be identified as having a special educational need.

Once a pupil has been identified as having SEND, the parents will be informed that their child is being placed on the SEND Register and will be invited to discuss any completed assessments and agree a plan for appropriate provision.

Where pupils have higher levels of need, our school may request, with parental consent, for a specialist teacher to provide additional assessments and advice as to how to best meet these needs.

## **Managing the needs of Pupils on the SEND Register:**

Where SEND Support is required the Class Teacher and SENDCo with the parent/carer will 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. Targets for the pupil will be shared with him/her using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents may be asked to share in the monitoring of progress through any home learning.

SEND Support can take many forms. This could include:

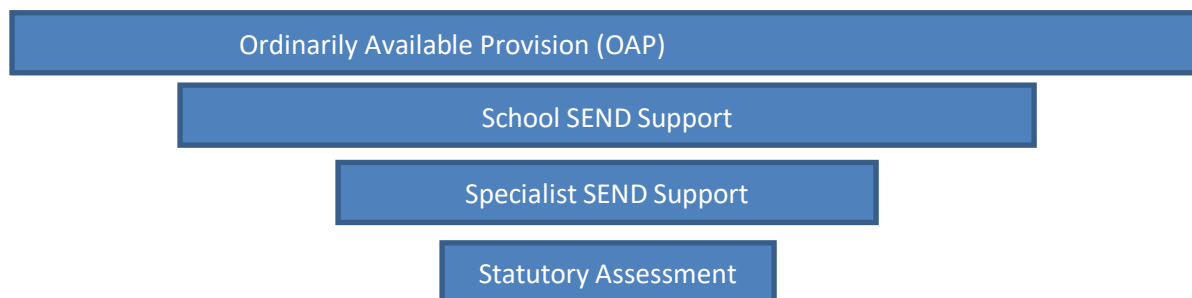
- A special learning programme
- Extra help from a teacher or learning support assistant
- Making or changing materials and equipment
- Working with a pupil in a small group
- Making sure a pupil has understood something by encouraging him/her to ask questions and to try something he/she find difficult.
- Helping other pupils to work with a pupil or play with him/her at playtime.
- Supporting a pupil with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

The Class Teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with support and specialist staff who provide the support set out in the plan for the pupil. The SENCO will provide support, guidance and advice for the teacher.

The plan including the impact of the support and interventions will be reviewed each term and this will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEND Support.

## A GRADUATED APPROACH TO SEND SUPPORT

Our educational provision follows Surrey County Council's revised Ordinarily Available Provision (Sep 2022) and is categorized into 4 main categories: Ordinarily Available Provision (OAP), School SEND Support, Specialist SEND Support and Education Health Plan (through Statutory Assessment). If a pupil is not making expected progress despite interventions from School and Specialist SEND Support and or there are significant needs that will require high levels of support to make discernible progress the school will consider going forward for a request of Statutory Assessment.



### **Ordinarily Available Provision (OAP):**

Ordinarily Available Provision is available to all pupils. School SEND provision is additional to and different from universal provision and is available to pupils on the SEND Register. All pupils receive Quality First Teaching (Universal). If pupils are identified as not making expected progress despite Quality First Teaching, the Class Teacher will consider what could be changed to enable this child to progress. This may include additional, time-limited tailored intervention support programmes. The class teacher may consult with parents or other staff within the school for support or advice.

### **School SEND Support:**

If pupils continue to make slower than expected progress despite high quality Ordinarily Available Provision, they may be identified as having a Special Educational Need or Disability (SEND) and may require additional intervention and support. The class teacher will discuss a child's needs with parents and other staff in the school, including the Inclusion Team. Where appropriate and with permission, further advice may be sought from specialists from outside agencies and a plan of action will be agreed. The SENCo oversees all additional support for children with SEND.

### **Specialist School SEND Support:**

If pupils continue to make slower than expected progress despite additional support at the School SEND Support level, they may require increasingly individualised programmes. Again, the class teacher will discuss a child's needs with parents, other staff in the school and where appropriate and with permission, specialists from outside agencies and a plan of action will be agreed.

We have systems in place to monitor the quality of provision we provide all learners, including those with special educational needs and where we feel something isn't working, we are quick to respond and find alternatives that will better meet the needs of the learner. This forms part of the school's graduated approach cycle of 'Assess, Plan, Do, Review'.



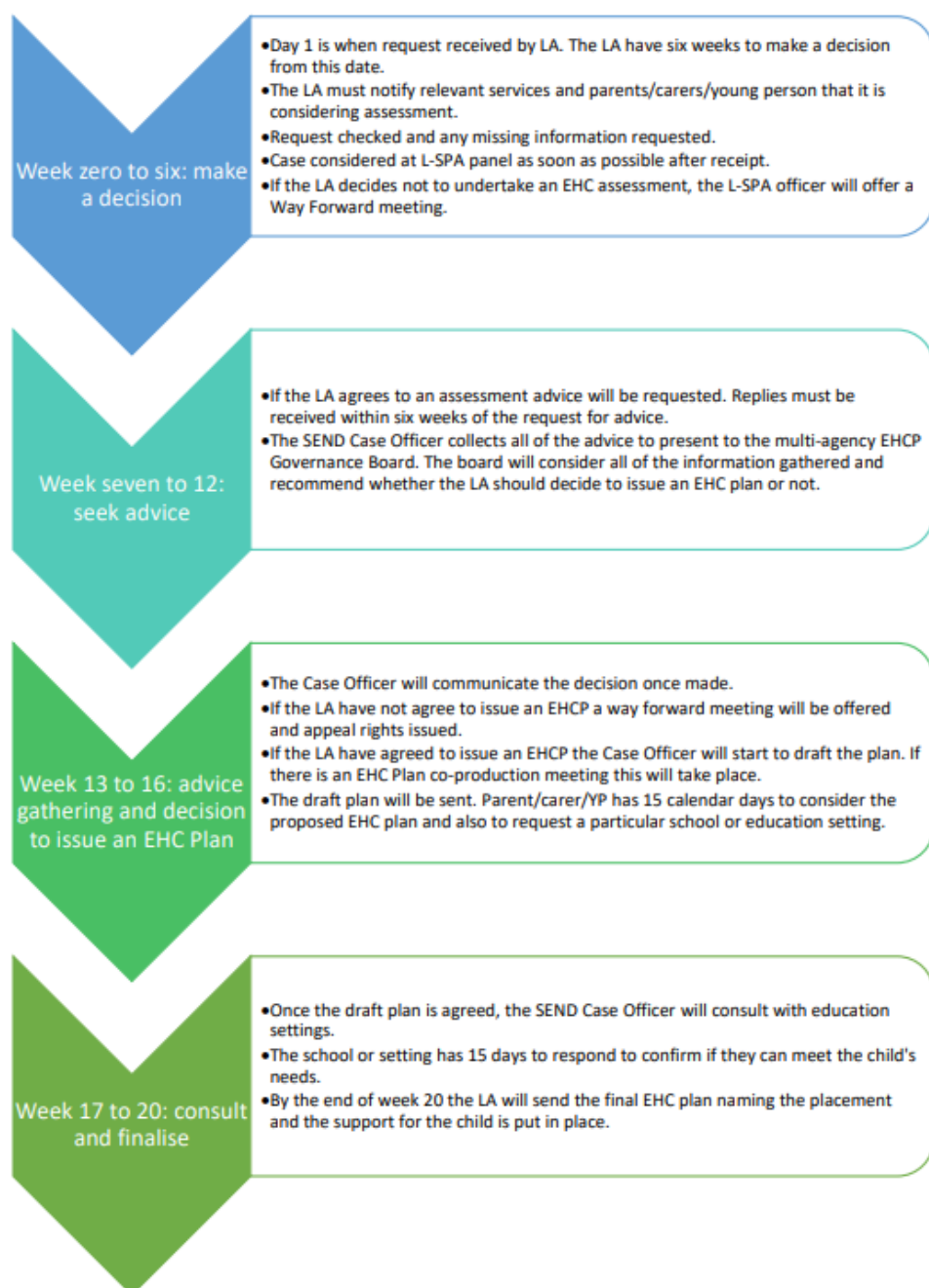
## Statutory Assessment and EHCPs:

The special needs of the majority of pupils should be met effectively through SEN Support. However, in a small number of cases, where a pupil remains a significant cause of concern after following the assess-plan-do-review cycle at SEN Support level, the school will request statutory assessment of the pupil. This may lead to the LEA agreeing an Education Health and Care Plan (EHCP).

This statutory assessment is conducted in close collaboration with the parents/carers, school and external agencies. The LEA will seek evidence from the school that strategies or programmes implemented over a period of time have been unsuccessful. The chart below details the process of statutory assessment and further advice can be found on the LEA's website under their local offer.

<https://www.surreylocaloffer.org.uk/parents-and-carers/ehcp> If the LEA declines to complete statutory assessment, parents have the right to appeal this decision or the school can re-apply.

## Education Health and Care (EHC) needs assessment process timeline



EHCPs are formally reviewed annually.

## **SUPPORTING PARENTS/CARERS AND YOUNG PEOPLE**

### **Admissions Arrangements**

The school provides for children with a wide range of abilities and/or difficulties. 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. The majority of pupils join St Paul's in the Reception Year. The Reception Class Teacher and Head Teacher meet parents and liaise closely with them. The Inclusion Team are notified of any special educational needs that have been identified prior to induction. Special educational needs may also be highlighted in the results of assessments undertaken at the beginning of the Reception year. A number of pupils join our school throughout the year and we liaise closely with any feeder schools sending children with known special needs.

### **Provision and Facilities**

The school complies with County regulations. The school is accessible to wheelchair users on the ground floor level and has a disabled toilet facility in the Reception unit. There is no lift access to the first floor, which currently houses our Year 5 and 6 classrooms and Nest.

### **Access Arrangements for Exams/ Assessments**

The school complies with National statutory guidance for providing additional access arrangements for exams/assessments as necessary.

### **Partnership with Parents and External Agencies**

At St Paul's we believe that to successfully meet the needs of children with SEND, a strong partnership is required with all involved, including parents/carers, staff, LEA/other advisory bodies & external agencies.

**Parents and Carers:** At St Paul's we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are fully identified and met as early as possible. In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so that they can reinforce learning in the home.

At St Paul's we endeavour to support parents/carers so that they are able to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and supporting during assessment and any related decision-making process about special educational provision.

**External Agencies:** The school is supported by Surrey's North West multi-professional team. This includes the services of the following agencies:

- The Educational Psychologist (EP)
- Specialist Teachers for Inclusive Practice Service (STIPS)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Physical and Sensory Support Service (PSS)
- The Ethnic and Language Minority Support Service (REMA)
- Inclusion Officer (IO)
- Freemantles Outreach Team (for pupils with ASD)
- School Doctor/Nurse
- Children's Services

## **Signposting**

Please see the following links for further guidance:

- The Special Educational Needs Section of our website, including specifically:
  - Our SEND Information Report
  - Our Provision Overview
  - Our Local Offer
- The Policies and Statutory Information Links Sections of our website
- Surrey's Local Offer <https://www.surreylocaloffer.org.uk/>

## **TRAINING AND DEVELOPMENT**

All of our teachers and teaching assistants are trained to work with pupils with SEND. Ongoing training and development work in pertinent areas of SEND forms part of our continuous professional development of our staff and this is delivered through a combination of in-house and external training, including INSETS, staff meetings and external courses.

## **STORING AND MANAGING INFORMATION**

Each pupil on the SEND Register has an electronic file and a paper file. All data is stored securely and meets legal requirements.

## **COMMENTS, COMPLIMENTS AND COMPLAINTS**

In the first instance, parents'/carers' comments or concerns should be raised with the pupils' Class Teacher. If further action is needed, parents/carers should in the first instance speak to our Assistant SENCo or Inclusion Leader. We hope that all concerns can be managed in this way. However, if a parent/carer wishes to escalate the matter further, they should follow the procedures outlined in the school's 'Complaints Policy & Procedures'.

If there continues to be a disagreement with regard to the SEND provision, the LEA should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. . Parents can access impartial advice and mediation through SEND Advice Surrey who can be contacted by telephone on 01737 737300 or via email [SENDAvice@surreycc.gov.uk](mailto:SENDAvice@surreycc.gov.uk). Parents/carers have the right to appeal to a SEND tribunal at any stage.