



SEND Policy

St Paul's Church of England Primary School

Fountain of Life

Overflowing generosity Recognise

& Illuminate

Way of Life

All God's Children

Reaching out to others

Devotion to each other and God

*For with you is the Fountain of life; **in your light we see light.** (Psalm 36 vs9)*

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.



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1. AIMS

Here at St Paul's we believe that all pupils are entitled to a broad and balanced curriculum for an education that enables them to make progress so that they achieve their best and become confident individuals living fulfilled lives.

We therefore ensure each pupil receives the support necessary to meet their educational needs, is enabled to develop socially and emotionally in order to form appropriate relationships with both peers and adults and to become happy, responsible, effective citizens.

We achieve this by: setting high expectations and ambitious targets for all; high quality classroom teaching, personalised to meet the needs of groups of students and individuals, enabling them to meet targets/outcomes; comprehensive training and guidance for teachers and teaching assistants, to enable them to understand and use appropriate strategies to identify and support vulnerable pupils; regular and rigorous monitoring of achievement by the class teacher (daily) and the SENDCo during pupil progress meetings which identifies those students not making expected progress. Effective identification of individual students' barriers to learning, as identified by analysis of baseline tests and additional assessments, where appropriate. Effective programmes of intervention, aimed at overcoming barriers to learning and thereby restoring expected and accelerated progress.

2. LEGISLATION AND GUIDANCE

This policy is written with comprehensive reference to the statutory SEND Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014 which set out schools' responsibilities for education, health and care plans (EHCPs), SEND Co-ordinators (SENDCos) and the SEND Information Report.



The policy aims to highlight to all at St Paul's that we should:

Involve parents and pupils in all stages of decision-making. In the case of pupils, their involvement in decision making will be adjusted according to their age and level of understanding. Through doing this we should aim for the early identification of needs. All staff will need to collaborate with health, social care and a range of other agencies under the guidance and support of the SENDCo. All staff should ensure best endeavours are made to make reasonable adjustments to enable inclusion in all subjects for all pupils at all times.

3. DEFINITIONS

According to the Special Educational Needs Code of Practice: 0-25 (2014), a pupil has SEND where "their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." They have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of the others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. The following targeted intervention is normally available to all students, depending on their individual needs.

- Individually tailored tasks to enable access
- Targets, identifying smaller steps towards achievement
- Support from the class teacher or teaching assistant in class
- Small group targeted work with particular focus
- Adaptations within the class room or wider school environment to ensure access and progress

Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

4. ROLES AND RESPONSIBILITIES

4.1 The SENDCo

The SENDCo is Laura Myatt Email: lm Wyatt@st-pauls.hereford.sch.uk

The SENDCo will:

- * Work with the Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- * Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils with SEND, including those with EHCPs.



- * Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- * Advise on the graduated approach to providing SEN support.
- * Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- * Be the point of contact for external agencies.
- * Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- * Ensure the school keeps the records of all pupils with SEND up to date and that they are kept, shared and transferred in compliance with GDPR.
- * Provide an annual SEND Information Report for the community (placed on our website) to share the kinds of SEND that we have provided for in the last academic year.

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governor board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Head Teacher and the SENDCo to determine the strategic development of the SEND Policy and provision in school.

4.3 The Head Teacher

The head teacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.



- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5 IDENTIFYING SPECIAL EDUCATIONAL NEED

Each pupil is discussed at termly Pupil Progress meetings. Their progress is judged from their baseline entry and their Key Stage assessments. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than those peers starting from the same baseline.
- Fails to match or better their previous rate of progress.

This can include progress in areas other than attainment, for example, their social, emotional, mental health and physical wellbeing.

Slow progress and low attainment will not automatically place a child on the SEND Support list. Deeper assessments (usually conducted by the SENDCo or outside agencies) will determine if a child has any barriers to their learning. Strengths and weaknesses can then be established and planned for in the next steps for that individual.

As part of the *Assess-Plan-Do-Review (APDR) cycle* and the *graduated response* to SEND, the class teacher gathers informal evidence. This can be triggered by class teacher, parental, SENDCo, the pupil or wider SLT concerns. Through assessment, observation, discussion with parents and teachers the pupil's progress and response to intervention and support is monitored. Once this process is completed the SENDCo and parents will discuss if the pupil needs to be placed on the Special Educational Needs Support List. This is carefully explained to the parents and their agreement sought.

Parental and pupil involvement is key in this process. Parental concerns and agreement are sought at all stages. Next steps and support for each child on the SEND Support list is discussed and agreed with parents.

5.1 Assessing and Reviewing pupils' progress towards outcomes

At St Paul's we use a range of assessments and observations in class to determine the progress of each child. Once a child has been identified as being on SEND Support this close assessment within the classroom will continue. All interventions and support will be monitored by the class teacher, the SENDCo and wider Senior Leadership Team. Judgements will be made at Pupil Progress Meetings as to the impact of such support and provision.

The graduated approach, as laid out by the Local Authority offer, and the four-part cycle of assess, plan, do, review will be followed.



Parents and carers of those pupils on SEND Support will meet with the class teacher and, where appropriate, the SENDCo at least three times a year, in order to share progress, any concerns and next steps for the individual. In addition to this, those parents and carers whose child has an Education, Health and Care Plan (EHCP) will meet annually with the SENDCo and class teacher to discuss provision and progress towards the outcomes as stated in the EHCP, as part of the annual review process.

6. FUNDING FOR SEND

Resources are provided to the school for supporting those with additional educational needs. These are determined by a local funding formula. This funding is referred to as the National SEND budget'. It is not a ring-fenced amount. As part of our normal budget planning, we determine the use of these resources to support the progress of students with SEND. There is also further funding for Education Health and Care Plans at Tariff levels A, B, C and D which can also be applied for where individual children meet set criteria. The school tracks spending on all additional educational provisions and regularly reviews the impact of this spending. The school funds special educational provision up to £6000 per student per year. Additional 'top-up' funding is provided for needs beyond this, by the Local Authority if applied for and criteria met.

6.1 Education, Health and Care Plans (previously Statements)

Where, despite the school having taken the relevant and purposeful action described above to identify, assess and meet the SEN of a pupil, that pupil has not made expected progress in any area of their development, we will consider requesting statutory assessment by the Local Authority, providing the child meets the criteria as identified by the Local Authority. If successful, this leads to an Education, Health and Care Plan for a child. If they do not meet these criteria, parents can request directly to the Local Authority. An EHC needs assessment is likely to be the case where the special educational provision required to meet the pupil's needs cannot or can no longer be reasonably provided from within the resources normally available to the school. This assessment should not normally be the first step in the process, but rather will follow the Assess-Plan-Do-Review cycle above carried out in the school. The pupil's parents have the right to request a named school in their EHC plan. The Local Authority must comply with this preference unless it would be unsuitable for the age, ability, aptitude or SEN of the pupil, or the attendance of the pupil there would be incompatible with the efficient education of others, or the efficient use of resources. School will be consulted on this. The school will comply with the timescales for the request of information by Local Authorities during the EHC needs assessment process. An EHC needs assessment will not always lead to an EHC plan. Parents have the right to appeal to the Local Authority.



7. LINKS WITH OTHER POLICIES

This policy has clear links to our Safeguarding policies, particularly in reference to highlighting the safeguarding of vulnerable pupils. All staff are regularly updated and awareness heightened around vigilance to the needs and safeguarding of those pupils where, due to their SEND, they are not always able to communicate or seek help when needed.

This policy also links closely to our GDPR practice across the school.

8. COMPLAINTS PROCEDURE

Any parent with complaints relating to the provision for their child should initially discuss it with the class teacher concerned. If the issue cannot be resolved then further discussion can take place with the SENDCo, Head Teacher and SEND Governor.

If a solution cannot be found, parents should be guided to the complaints procedure on our website and signposted to the Herefordshire Special Educational Needs Information and Advice Service (SENDIASS).

Written and to be reviewed by SENDCo and shared with the school community.