

St. Paul's C of E Primary School

Special Educational Needs and Disability Policy



Approved by the Governing Board: Spring 2023
Review Date: Autumn 2025

St Paul's C of E Primary School

Philosophy

All pupils who attend St. Paul's C of E Primary School are entitled to have full access to a broad and balanced education relevant to their educational, physical, or social needs and abilities.

Any child at St. Paul's C of E Primary School at any stage in their school career could have a Special Educational Need and/or Disability. This could be identified by staff as: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health development and Sensory and/or Physical.

As a school we aim to ensure that all pupils can and are able to join in the activities of school.

We continue to develop our provision for pupils with Special Educational Needs and Disability through a whole school approach. In addition to the Governing Body, the Head teacher and the SENCo, all members of staff and parents have responsibilities. We also need to maintain and develop a close liaison with all outside agencies and other educational establishments in our endeavours to meet the needs of every individual child.

The education provided to meet the needs of the child must be devised to promote high standards of attainment and achievement and so enhance confidence and self-esteem. To that very end early identification and then a continuous cycle of assessment and provision is important.

Aims.

- To identify a child's special needs as soon as possible.
- To identify the child's needs and to ensure a continuous cycle of assessment and provision.
- To ensure that provision is made in school for these children to learn and develop their full potential, including academic, physical and social aspects of development.
- To promote the child's success and enhance confidence and self-esteem.
- To ensure close co-production within school, with parents and between all the agencies involved.
- To ensure that the school's policy, procedure and practices are understood by all.
- In meeting a child's needs to have due concern for the needs of all.
- To follow the principles and procedures as laid down in the SEND Code of Practice (2015).
- We strive to ensure that success and equality of opportunity is a reality for all of our children within our school, irrespective of gender, faith, ethnicity, disability, home language, ability, age or home background.

Special Educational Needs and Disability Code of Practice: 0-25 (2015)

The definition of SEN and disability in the Code of Practice states;

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 him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
(SEND Code of Practice 0-25, 2015)

The SEN Code of Practice (2015) splits SEND into four areas of need, which are as follows-

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

Children may have needs in one or more areas.

Special educational provision means: for children of two or over, educational provision which is in addition to or different from, the educational provision made generally for children of their age in schools maintained by the LA, other than Special Schools, in the area. (The Education Act 1996, Section 312).

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition of the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20, Children and Families Act 2014).

Definition of Disability

A child is considered to have a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities. (Disability Discrimination Act 2005).

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, epilepsy, autism, speech and language impairments, behavioural difficulties (arising from developmental condition).

Using this definition, and guidance, it is clear that many of our children with special needs will be defined as having a disability.

It is important to stress that children must not be regarded as having learning difficulty solely because the language or form of their language of their home is different from the language in which they will be taught.

The SENCO is responsible for collecting data on the pupils and staff considered to have disabilities.

Identification, Assessment and Provision.

At St. Paul's C of E Primary School the child's special needs requirements will be met within the normal classroom environment whenever possible, so that the child's access to the curriculum is not

disrupted. This will be ensured through Universal Provision, which includes differentiation within schemes of work, planning and teaching strategies and approaches.

If a member of staff or parent expresses a concern about a child's progress and achievement/or behaviours, the class teacher will discuss the situation with the SENCo.

Information is then gathered in a variety of ways. This will then be reviewed and may lead to the conclusion that the pupil requires help over and above that which is normally available within the class and therefore may act as a trigger for inclusion in the school's SEND register at **SEND SUPPORT**.

SEND SUPPORT

When a child is placed on School's **SEND SUPPORT**, the class teacher will inform the parents of this decision. An SEND SUPPORT PLAN will be written by the teacher identifying strengths and areas to develop, along with a number of short term outcomes (targets) for the child, together with the teaching and intervention strategies to be used and success criteria for achievement of those targets. These should be co-produced with the child, the parents and any other adult involved in the carrying out of the plan. The child and parent's aspirations should be collected at the start of this process and any outcomes created should reflect the aspirations held by the child and family. Copies of signed SEND SUPPORT PLAN are kept by the SENCo.

These plans should be reviewed termly by class teachers, parents, children and SENCo. If it is felt the child would benefit from continuing on **SEND SUPPORT** then the cycle will continue.

Where progress towards these outcomes may be slower, the school may seek the support of professionals from outside agencies. Written parental permission must be sought if an outside agency is to become involved. The Inclusion Service and The Educational Psychology service have their own form for parental permission.

Children who have needs identified by SALT or OT will be given an Individual Therapy Plan (ITP) and this will be carried out in school, with support from home.

EDUCATION, HEALTH AND CARE PLANS (EHCP's)

If a child has demonstrated significant cause for concern over a period of time, a request for an assessment is made by school to the LA. The LA will seek evidence from all professionals involved, including the school, regarding the child's progress. If it is felt to be to the child's benefit, an EDUCATION, HEALTH AND CARE PLAN will be created.

All children with EDUCATION, HEALTH AND CARE PLANS should have short-term and longer term targets.

All EDUCATION, HEALTH AND CARE PLANS should be reviewed termly, with a formal annual review, in accordance with the statutory requirements, at a meeting which involves the parents, the LA, the school and all the professionals involved.

Assessment and monitoring of standards of children with SEND

All children with SEND have an SEND SUPPORT PLAN with short-term outcomes. All SEND SUPPORT PLANS are reviewed every term by class teachers. Formal reviews take place at least annually with the SENCo. For children with an EHCP, the move between phases should be considered at the review meeting prior to the last year in the current school. At the review in Year 5 it should be possible, in most cases, to give clear recommendations as to the type of provision the child will require at the secondary phase of their education. In order that parents can consider options for secondary education, the child's plan must be amended by 15 February of the year of transfer.

Challenging outcomes are set for progress within each academic year. Children with an EHCP are given individualised targets, linked to teacher knowledge of the child and to the child's individual needs. The SENCO regularly meets with class teachers to monitor progress of children on the SEND register. Through this process we seek to identify any pupil or group of pupils who may be missing out. Where progress is of concern, discussions take place about what may be impeding learning and which further interventions and support can be put in place to overcome the barriers.

If children are working significantly below year group expectations, children will be assessed against the Stockport SEND Standards. This will identify the current working level of the child and help teachers to inform their planning. In liaison with the assessment co-ordinator, the SENCO is able to track progress of children with SEND, using the SEND standards data, Capita data and observations. The SENCO is responsible for liaising with the assessment co-ordinator to analyse data on a termly basis in order to highlight good practice and to identify children or cohorts causing concern. Through this process, we aim to develop a "problem solving" culture which uses each other's experiences to overcome barriers.

Interventions

Intervention programmes in Literacy, Numeracy, SALT, OT and Mental Health are in place in school in Early Years, Key Stage 1 and Key Stage 2. These are carried out by trained T.A's and teachers in close liaison with the class teachers, the Literacy and Numeracy Coordinators and the SENCo.

A more detailed map of intervention provision is available upon request.

Roles and Responsibilities

Role of the SENCo

At St. Paul's the SENCo is Mr Peter Eames.

The SENCO is responsible for:

- Working alongside staff and governors to continually develop the school's SEND policy.
- The day-to-day operation of the school's SEND policy.
- Liaising with, advising and supporting fellow teachers and colleagues.
- Coordinating the provision for children with SEND
- Maintaining the school's SEND register and overseeing the records of all pupils with SEND.
- Liaising with parents of children with SEND.
- Liaising with external agencies.
- Liaising with the governor responsible for SEND.

Role of the Governing Body

The Governing Body should:

- Ensure that all pupils' special educational needs are addressed.
- Have regard to the Code of Practice.
- Have regard to the school's SEND policy.
- Ensure the policy is kept under review.
- Nominate a named governor to have oversight of the SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

At St. Paul's the nominated governor for SEND is Jennie Goulden.

Role of the Head Teacher

The head teacher is the school's 'responsible person' and should:

- Keep the Governing Body informed about SEND issues.
- Work in close partnership with the SENCo.
- Where necessary liaise with parents and external agencies.
- Delegate and monitor the SEND budget

Role of Class Teacher

The class teacher should:

- Be aware of the graduated response to SEND as outlined in the Code of Practice.
- Gather information through formal and informal assessment/observation.
- Provide Quality First Teaching and differentiated tasks.
- Write and review SEND SUPPORT PLAN's/EHCP provision maps in consultation with the SENCo.
- Liaise with LSS and other outside agencies.
- To place children on interventions, depending on their needs.

Role of the Teaching Assistant

Where a T.A. has been given the role of following a specific programme with a child (or group of children) it is the role of that T.A. to keep adequate records of the work carried out and any assessments made. These should be passed to the class teacher or any other relevant adult.

Role of the Pupil

Whenever possible the pupil should be involved with the creation of targets and in a self-reviewing process. This will depend on their age and functioning level.

Role of the Parent

The school will keep the parent informed of his/her child's progress and special educational needs. It is expected that the parent takes an active role in helping shape the outcomes and provision for their child. The school will request parental involvement by keeping school informed of any matters that might have relevance to the child's education or sociability in school, the giving of consent for the assessment of the child when requested, acknowledgement and contribution to SEND SUPPORT PLAN/EHCP provision maps and attendance at reviews of their child's progress.

Partnership with Parents

St Paul's has made a pledge to the co-production charter. This means that we pledge to work proactively and co-productively with parents, carers and children to improve our SEND provision and to ensure we are child, young people and family focused.

We aim to create a culture where we will:

Be Open and Honest
Actively Listen
Value the Lived Experiences
Do What Matters
Be Accountable and Responsive
Work Together
Be Respectful

Parents are encouraged to take an active part in the discussions regarding their child's SEND. They are invited to talk to their child's class teacher if they have any concerns. Parental permission is always sought if another professional is assessing their child and they will always be invited to meet with the said professional.

Parents are invited to review meetings and if they cannot attend then they are made aware of what was discussed and given any paperwork available.

Parents are given copies of SEND SUPPORT PLAN's are invited to comment and contribute.

The SENCo is available to meet with parents to discuss any concerns they may have regarding their child's progress.

Care and Control

Please see care and control policy for more information.

Outside Agencies

The SENCo will liaise with other professionals and agencies in order to help St. Paul's C of E Primary School meet the needs of its pupils. The school makes good use of the expertise offered by these professionals and the additional resources they offer.

Health/Social Services

The school nurse comes into school and is in regular contact with the Learning Mentor. The nurse acts as our link with the Health Service.

Where a child is in the care of the local authority we are informed of the named social worker. We will seek information from, and work closely with the named social worker, ensuring that they are fully involved and informed as required by the Code of Practice.

We have a designated Social Worker and School Aged Plus Worker who comes into school on a regular basis, but can be contacted at other times if necessary. They can offer help and support to families and pupils, at home and in school.

We currently provide children and parents with a counselling service, called Beacon Counselling. This service will work with children and families identified by school.

Staff Training

It is our aim to provide training for all teachers and T.A's which is appropriate to their needs. We will try to identify SEND staff development through:

- SEND needs identified by the staff themselves.
- Recent and relevant legislation.
- LA directives.

The appropriate courses will be attended by the SENCo, Teachers, T.A's and governors. Any relevant information resulting from courses will be relayed back to staff by whoever attended the course. The aim of training will be to increase the internal expertise and resources and to raise awareness of new skills and knowledge.

Admissions to St. Paul's C of E Primary School

School admission is in line with Stockport policy. If a child is known to have SEND then particular arrangements may be made so that we can ensure the appropriate provision is in place when the child starts. When a child transfers from a different authority it is usual to reassess the child, as it is possible that criteria for a child being on SEND SUPPORT may differ between authorities.

School Transfer

When children move schools, either at phase transfer or at any other time, primary schools are required to transfer school records for all pupils within 15 school days of the child ceasing to be registered at the school. These records should include copies of SEND SUPPORT PLAN's, evidence of interventions and any EHCP's.

Monitoring and Evaluation

This policy is to be reviewed annually.

Evaluation will be achieved through regular monitoring by the SENCo and named governor for Special Educational needs.

The school will measure the success of its SEND policy in terms of:

- Pupil confidence and self-esteem
- Relationships, positive learning environments
- Pupil's attainment and progress
- Parental satisfaction
- Improved staff learning
- Enhancement of resources
- Efficient record keeping/operating structures
- Efficient use of external support services
- Procedures for monitoring all aspects of the policy.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues the SENCo, then the Head teacher will endeavour to deal with the parent's concerns. If the Head teacher is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

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