

St Paul's C of E Primary School's SEND Policy (January 2020)

Introduction

Every teacher at St Paul's C of E Primary is a teacher of pupils with Special Educational Needs and Disabilities (SEND). The School adheres to the SEND Code of Practice 2014: for 0 to 25 years which identifies four broad areas of Special Educational Needs:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

St Paul's is totally inclusive and welcomes all children. Where a child has a recognised special need or disability, we will make all reasonable adjustments to accommodate their needs in school.

Teachers are responsible and accountable for the progress and development of all pupils in their class including pupils with SEND. Teachers will have high expectations of pupils with SEND and their rate of progress will be in line with expectations. The aspiration is that these pupils will make greater than expected progress in order to close the gap between themselves and their peers.

The Department for Education makes it clear in the SEND Code of Practice that SEND should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEND.

The aims of this policy are to:

- Create an environment that meets the special educational needs and disabilities of each individual child
- Ensure that the special educational needs of children are identified, assessed and provided for
- Make clear the expectations of all partners in the process
- Identify the roles and responsibilities of staff in providing for children's special educational needs
- Enable all children wherever possible to have full access to all elements of the school curriculum
- Ensure reasonable, achievable, yet aspirational targets are set for children with SEND
- Ensure that parents are advised and equipped to play their part in supporting their child's education
- Ensure that our children have a voice in this process.

Identifying Pupils with Special Educational Needs

The school is committed to early identification of special educational needs and adopts a graduated response to meeting needs in line with the new code of practice. A range of evidence is collected including the use of teacher assessment and test materials. Any pupil with additional needs is then identified by using a combination of the Local Authority Guidance - the SEND School-Age Progress Grid or an EYFS Progress Grid dependant on the child's developmental and cognitive age - and school assessment data.

Children who fall into the QFT (Quality First Teaching) wave of the grid may be identified as being in the bottom 20% of the class and will be monitored closely moving forward. The children who fall into the SEND Support wave will have their interventions and extra provisions recorded on the SENDCo's Inclusion Spreadsheet. Additional personal support may be put in place if deemed necessary. The children who fall into the SEND Support + wave on the grids will have an MSP (My Support Plan) written. This will give further detail about the extra provision and interventions that they receive. The MSP will be used as evidence should the child fall into the EHCP wave in the future to support any EHCP application. Children will only be moved into the EHCP wave if they are granted an EHCP by the Local Authority.

Education, Health and Care Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority considers the pupil requires provision beyond what the school can offer. The school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

Management of SEND within the school

Parents/carers will be notified if their child is placed on the SEND Register. They will also be kept informed of any additional or different provision being given to their child. Parents/carers will be encouraged to contribute to and attend any review meetings about their child. Where appropriate this may include the involvement of consultation and advice from external agencies.

Children with an MSP will have it reviewed termly, during or after pupil progress meetings, which parents and the class teacher will be invited to attend along with the SENDCo. The short-term targets will be reviewed and amended as deemed appropriate by all contributing parties. Information will also be shared with associated staff on a regular basis through staff briefings and meetings. When a pupil with SEND is admitted to the school during the year, an appointment will be made for the pupil and parents/carers to meet with the SENDCo and class teacher to assess individual needs.

Where necessary, we have links to health and social services departments, and with the Local Authority. With the consent of parents/carers, we work on a regular basis with the following: Educational Psychologist, Family Support, Behaviour Support Team, Child and Adolescence Mental Health Service (CAMHS) and other appropriate outside agencies.

School trips and residential will be thoroughly planned for and risks assessed in advance to ensure SEND needs are met. All staff will receive training in various areas of special educational needs, which will be on a priority basis. The SENDCo will set up transition meetings with pre-school settings and secondary schools to ensure a smooth transition for SEND pupils.

Partnership with Parents and Pupil Participation

The school encourages all parents to engage in conversations with their child's teacher to support their child's learning. Regular meetings will be offered in the form of 'Team around the Child' where all those involved with the child will contribute to the conversations about the needs of the individual. Where appropriate, the child will also be involved in the conversations to ensure their view is taken into account. In some cases, it may be more appropriate to use the information that the child has provided on the 'Parent and Pupil Views' form.

Parents/carers of children who have an EHCP will have multi-agency support with managing their personal budgets to meet their child's needs. There is also a requirement to hold an annual review meeting of those needs.

The role of the Governing Body

The Governing Body has a good knowledge of the Code of Practice when carrying out its duties toward all pupils with SEND. It will endeavour to secure the necessary provision for any pupil identified as having SEND. The Governors ensure that all teachers, including supply teachers, are aware of the importance of providing for children with SEND. They should consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy and provision for SEND children. The Governing Body will ensure that parents are consulted and notified if their child is being placed on, or removed from, the SEND Register.

The Governing Body has an identified named governor (Mr Richard Ward) who will oversee school's provision for pupils with SEND. He will meet on a termly basis with the school SENDCo (Mr Liam Platt) to discuss the needs and provision for pupils with SEND. Mr Ward will write a report, using the Governor Visit Report Form, based on his visit and will feedback to the Governing Body at their next meeting.

Allocation of Resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school. During the writing of the School Self-Evaluation, the Headteacher and SENDCo will discuss how the funding for SEND children has been used which will then feed into the School Development Plan. During this meeting, the funds directly related to all EHCPs will also be discussed and evaluated. The Headteacher will then inform the Governing Body of how the funding allocated to support SEND needs has been deployed.

Monitoring and Evaluation

The SENDCo and Headteacher will monitor the movement of children within the SEND system in school. Any concerns will be highlighted within Pupil Progress Meetings or may be raised by staff throughout the year. The SENDCo will keep the 'Inclusion Spreadsheet' up to date with the support of class teachers who will provide regular updates on children's levels, as well as any extra provision that is in place.

Alongside the Headteacher, the SENDCo will monitor the provision for SEND children closely to ensure it is having a positive impact on the pupil's education and well-being. The monitoring will take place in the form of learning walks, book scrutinies, observations and discussions with teachers, parents and pupils.