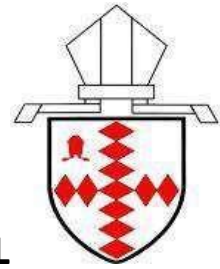




St PAUL'S (C OF E) PRIMARY SCHOOL



SEND Policy
FAITH – HOPE - LOVE

Reviewed: September 2024

Next Review: September 2025

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1. Aims

Our SEN policy and information report aims to explain how our school will support and make provision for pupils with special educational needs (SEN) and explain the roles and responsibilities of everyone involved in providing for pupils with SEN. We are committed to meeting the learning needs of all pupils, raising pupil self-esteem, building confidence and independence.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (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 (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Angela Batchelor and can be contacted through the school office. She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN 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, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 SEN up to date

4.2 The SEN Governor

The SEN Governor is Rev John Carruthers who can be contacted through the school office. The SEN Governor will:

- Help to raise awareness of SEN issues at governing 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive headteacher

The Executive headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The categories of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example: Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example: Dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example: Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example: visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes for the child, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting current provision at St Paul's or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Working with other agencies

St Paul's is supported by a number of agencies in Southwark and in the local area. These agencies use their specialist knowledge to support children, staff and parents. When a number of agencies are working with a child, they will share information at Team Around the Child (TAC) Meeting to ensure the best provision is being provided.

Agencies currently working with St Paul's:

- Educational Psychologist
- Pediatrician
- Autism Support Team
- Sunshine House Child Development Centre
- Speech and Language Therapist

- Occupational Therapist
- Play Therapist
- School Nurse
- Hearing Impaired Teacher
- CAMHS (Child and Adolescent Mental Health Support)
- Summerhouse Pupil Referral Unit

5.6 Supporting pupils moving between phases and preparing for new schools

We will share information with the school or other setting the pupil is moving to.

EYFS to KS1: Reception children have directed play in the KS1 playground in the Summer term to ensure safe use of new equipment and boundaries for this area.

KS1 to KS2: There is an additional TA in this phase of the school to support children who may need it in moving to KS2, this may be behaviour and/or learning related

KS2 to KS3: Children in Year 6 have induction at their new secondary schools, for some this is one or two mornings and others a whole day.

Some children, where appropriate, may have a Transition programme, which will include additional visits and a personalised information booklet, set for them at St Paul's by the SENCO. This is carried out on an individual basis.

5.7 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Phonics
- Reading
- Math's
- Behavioural/Emotional Support
- English as an Additional Language
- Speech and Language

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, oral rehearsal, etc.

- Dedicated 'Sensory room' designed specifically to help provide sensory experiences to support with 'self-regulation', manage anxiety, stress and sensory overload.
- Dedicated 'Break out room' in the EYFS. This is an area separate to the classroom where a pupil can go to have a 'break'. Pupils will independently ask for a break and others may need a visual prompt to show them they need a break. This is an important part of the child's development, as they begin to understand their emotions and identifying and regulating how they feel.

5.9 Additional support for learning

We have a team of teaching assistants who are trained to deliver interventions and support pupils on a 1:1 basis and in small groups as necessary.

5.10 Expertise and training of staff

Our Inclusion Lead/SENCo holds the SENCo Award qualification and has extensive experience in this role as well as worked as class teacher.

Together, they are allocated 5 days per week to manage SEN provision.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 6-8 weeks from a baseline.
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Holding TAC meetings to review actions for child

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. If deemed necessary, appropriate risk assessments would be carried out.

All pupils are encouraged to go on our Year 6 residential trip.

All pupils are encouraged to take part in sports day, school plays, special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

Children with SEN are supported by our Learning Mentor and Play Therapist.

Support is planned, as appropriate, in the playground, in the classroom and in group/ individual sessions

We have a zero-tolerance approach to bullying.

5.14 Queries or complaints

We believe that St Paul's Church of England Primary School aspires to deliver good education for all pupils regardless of any special educational need or disability.

If you have any query or complaint regarding your child and their special educational needs and disability, please initially talk to the class teacher. If you feel your concern has not been resolved and further action is needed, an appointment will be made for you to meet the SENCo.

If, after liaison with the school, you still feel dissatisfied with the support your child is receiving, you may choose to make a formal complaint. If you would like to make a complaint we would refer you to our school's Complaints Policy which outlines the complaints process.

5.15 Contact details for raising concerns and for details of support services for parents of pupils with SEN

SENCO & Inclusion Lead:

Miss Angela Batchelor

office@stpauls.southwark.sch.uk

0207 703 4896

Southwark Local Authority provides full information and support around its Local Offer and attached services. See their website: <http://localoffer.southwark.gov.uk/> Telephone 020 7 525 5000.

The Southwark Information Advice and Support team (SIAS – formerly known as Parent Partnership) offers parents support, training and advice on such topics as: Special Educational Needs; transition to secondary school; how to request an Education Health Care plan; understanding tribunals and SEND exclusions. Telephone: 0207 525 3104 sias@southwark.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Safeguarding
- Data Protection – GDPR
- SDBEMAT Behaviour and Exclusions Policy
- Behaviour strategy

- Equality Opportunities Policy
- Intimate Care Plan
- Complaints Policy

