

St Paul's C of E Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Revised and adopted by the Governing Body October 2024
Review Date: October 2025

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

“LEARNING to make a difference.”

At the heart of our school lies a vision and ethos which are firmly embedded in our Christian beliefs. St. Paul lists key qualities known as the Fruit of the Spirit, and amongst these are love and gentleness (Galatians 5:22-23). We strive to embody these qualities in all that we do and this includes ensuring that all children, including those with special educational needs and disabilities receive the curriculum and support they need to flourish.

At St Paul's we strongly believe that every child is entitled to the same right to learn, regardless of any additional barriers that they may face. All our teachers are teachers of SEN – an ethos that is clearly outlined within the SEN code of practice. The needs of the majority of children will be met through quality first teaching which includes adapted learning and differentiation by; teaching styles, support, organisation and resources.

Guiding Principle

Our guiding principle is one of nurture and equality. We aim to identify and break down possible barriers to learning so that children can:

- Reach their goals and achieve in line with their academic potential.
- Be as prepared as possible for secondary school and adulthood.
- Have a healthy mind set and positive mental wellbeing.

To do this we will:

- Use our best endeavours to make sure that children with SEND get the high quality support they need
- Ensure that children with SEND experience a broad and balanced curriculum alongside children who do not have SEND. Inclusion is always a priority.
- Ensure that the educational provision for pupils with SEND does not exclude them from whole class teaching and learning.
- Offer high quality learning support to ensure individual needs are met.
- Consider that SEND crosses all curriculum areas and all aspects of teaching and learning.
- Inform parents about any additional provision their child requires.
- Seek the views of the child and take them into account.

This policy will contribute to the achievement of this by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the assess, plan, do, review cycle.

Our Special Educational Needs Coordinator is: Mrs J Lynch

She can be contacted on: Tel: 0161 921 1120 Email: stpaulsheathside.ceprimaryschool@salford.gov.uk

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator responsibilities include:

- Co-ordinating day to day provision for pupils with SEND and maintaining records for these pupils.
- Liaising with and advising fellow teachers.
- Managing deployment of teaching assistants in consultation with the headteacher.
- Communicating with parents of pupils with SEND
- Following the local authority transition policy and liaising with secondary school staff.

- Liaising with outside agencies including; educational psychology, school health, speech and language therapy and learning support services.
- Maintaining an up to date SEND register.
- Review CPD needs in relation to SEND.
- Produce provision maps and contribute to providing information to the school business manager for the school census.
- Producing an SEND Information Report and annual report to governors.

School Staff

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet need. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND. Regular CPD sessions are held so that staff are constantly upskilled in different areas of SEND.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's SEND co-ordinator.

Governing Body

The school governors have specific responsibility to

- do its best to ensure that the necessary provision is made for any pupil with SEND.
- ensure that, pupil's needs are known to all who are likely to work with them.
- ensure that teachers are aware of the importance of identifying, and providing for, pupils with SEND.
- identify a linked governor for SEND.
- attend training around SEND provision.
- ensure that pupils with SEND have equal opportunity to join in all activities together with pupils who do not have special educational needs, as appropriate in relation to their additional needs. Governors will also consider the efficient education of the pupils with whom they are educated and the efficient use of resources.
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Ensure that policies in school do not treat children with SEND less favourably. Foundation subject policies will clearly state what reasonable adjustments are made in that subject for children with SEND.

In doing so Governors will have due regard to the New Special Educational Needs Code of Practice (2014), the Children's and Families Act (2014), schedule 1 of the Special Educational Needs and Disability Regulations (2014) the Single Equality Duties (2010), the Statutory Guidance on managing pupils with medical conditions (April 2014) and Admissions Arrangements (see LA admissions criteria).

Allocation of resources

The LA provides the school with money in its school budget towards meeting pupils' SEND.

The school spends this money on:

- Additional adult support from teaching assistants
- Professional development for teachers and teaching assistants so they can meet effectively meet pupil's needs.
- Additional services including educational psychology and speech and language therapy.
- Sensory resources.
- The SEND specific resources linked to our chosen phonics scheme: Little Wandle.

The school receives additional funding for pupils with Education Health Care Plans.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe needs the more support is provided through the Salford model of Support Intervention, outlined as Bands A, B and C.

Identification and assessment of pupils with Special Educational Needs

Our school makes provision for children whose needs fall into the following categories:

- **Cognition and Learning** e.g. dyslexia, dyscalculia.
- **Communication and Interaction** e.g. Speech and Language, Autism.
- **Social, Emotional and Mental Health difficulties** e.g. Social skills and positive relationship difficulties.
- **Sensory and or Physical Needs** e.g. Sensory processing disorder, visual impairment, Dyspraxia, mobility difficulties.

All pupils are entitled to a balanced and broadly based curriculum including the EYFS and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as *Additional Literacy or Maths Support*.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Head teacher and the Governing body set targets and specific criteria for the success of the SEND policy.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEND.

Our Graduated Response Model

Wave 1 Provision (Support Intervention Band A)

Quality first teaching is characterised by teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress at different rates. All pupils will receive help through adaptive teaching, but if the pupil makes less than expected progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken, beyond the reasonable adjustments that come with quality first teaching.

Progress Descriptors

Less than expected progress is characterised by progress which:

- 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.

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life (SEND code of practice).

Wave 2 provision (Support Intervention Band A and B)

The pupil will get help that is different from and in addition to the help that the school usually gives pupils through adaptive teaching. If there are concerns that the pupil is making less than expected progress, the class teacher will discuss these concerns with the SENDCO. The SENDCO will gather information from the pupil, parents, class teacher. The information gathered will help the school to decide what help may be needed. The help may be recorded on an Individual Education Plan, which will only record support which is additional to, or different from, the adapted curriculum and will focus on a maximum of four targets that a child can work towards achieving.

Progress against targets will be reviewed every term months and the outcomes will be recorded in IEP books. Pupils will participate in the review process according to their age and abilities. Parents are informed of pupil's targets and any reviews.

Wave 3 Provision (Support Intervention Band B and C)

If the pupil continues to make less than expected progress the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Learning Support Service and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support will be similar to that made for **Wave 2** but will typically be more intensive, individualised and sustained. Advice from outside professionals will be incorporated into the target setting and these professionals will be invited to contribute to the monitoring and review of progress.

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment for an Educational Health and Care Plan. Whilst the statutory assessment is being carried out, the pupil will continue to receive support and provision.

A number of pupils may have Education Health Care Plans. Outcomes are recorded on an EHCP Action Plan which is shared with parents and class teachers and used as a working documents. Progress towards targets is recorded in EHCP Action Plan books. In addition to the regular review of their targets, their progress and the specific support outlined in their plan will be reviewed annually and a report provided for the Local Education Authority via the EHC hub. When pupils are reaching a key transition point (such as a change in key stage or setting), planning for this will be started in the year prior to the year of transfer although planning for a successful transition to adulthood will be an integral part of all reviews.

If a pupil makes sufficient progress an Education Health Care Plan may be discontinued by the Local Authority, following the achievement of the outcomes.

What is NOT SEND – but may impact on progress and attainment

Disability (the Code Of Practice outlines the reasonable adjustment duty for all settings – but these alone do not constitute SEND) - see Accessibility Plan.

Attendance and Punctuality.

Health and Welfare - with due regard to the Statutory Guidance on managing pupils with medical conditions (April 2014).

EAL.

Being in receipt of the Pupil Premium Grant.

Being a Looked After Child.

Being a child of Serviceman/woman.

Any concerns relating to a child's behaviour should be described as an underlying response to a need, which we will endeavour to identify.

Monitoring and Evaluation

We do this by:

- Review of individual education plans.

- Reviewing policies at least bi-annually.
- Speaking with children.
- Speaking with parents.
- Evaluating pupil progress.
- Assessment of interventions.
- Professional review meetings.
- Annual reviews of EHCPs.

Complaints procedures

The schools' complaint procedures can be found in the Complaints Policy available on the school website.

Parents of children with SEND, should raise any complaints using this procedure. If additional support or advice is required or requested, this will be provided in liaison with the school and the SEND department of Salford LA.

Arrangements for training and development of all staff

The school reviews training needs linked to school improvement priorities and specific needs of pupils, for example, autism awareness and intensive interaction. Particular support is given to Early Career Teachers and new members of staff.

SEND is included within all curriculum training. Where appropriate, staff attend training organised by outside agencies.

Arrangements for partnership with parents

The school provides an SEND Information report on the school website, in line with the requirements of the new SEND code of practice (2014).

The school always informs parents if their child receives help with regards to SEND.

Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with SEND are treated as partners and encouraged to play an active and valued role in their pupil's education.

A child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher.

Pupil participation

Pupils and young people with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets (as appropriate) and discussions about choice of schools and transition processes.

We do this through conversations and mentoring of children.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENDCO will liaise with SEND teams of secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred.

Links with other agencies and voluntary organisations.

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

The school receives regular visits from an education welfare officer and educational psychologist. In addition, the school may seek advice from specialist advisory teaching services such as the Primary Inclusion Team and the Learning Support Service.

Storing and Managing of Information

The school endeavours to store and manage information as securely as possible. Please refer to the school's data protection policy, confidentiality policy and safeguarding policy, which can be found on the school website.

Admissions

All admissions to the school are via Salford Local Authority and the school adheres to the Salford Admissions criteria.

Success Criteria

The success of the education offered to children with SEND will be judged against the aims set out above. The policy will be reviewed regularly.

This policy is available on the school website.