

St Paul's CE Primary School

Special Educational Needs and Disability Policy



Adopted by Full Governing Body – Autumn 2022

Review schedule- Every 3 yrs

Next review- Autumn 2025

School Vision

At St Paul's, we will nurture and inspire all children to enjoy a life-long journey of discovery and friendship. Through God's love and Jesus' teachings, our school community will support each child to flourish as curious, compassionate and resilient citizens with a love of learning.

"Start children off on the way they should go, and even when they are old they will not turn from it."

Proverbs 22:6

This policy is informed by the Statement of Principles adopted by the Local Authority (LA) and guided by the 2014 Code of Practice for Special Educational Needs and Disabilities (SEND). The views of our parents, children and staff are regularly sought and are reflected in this policy and the resulting daily practice.

We provide a broad and balanced curriculum for all our pupils including those with SEND and ensure full curriculum entitlement and access. We are committed to maximum inclusion, commensurate with meeting individual needs; the highest quality education for all pupils and the efficient use of resources. To support these aims, the following structures, procedures and systems are in place.

Key personnel

Mrs L Gilchrist- Special Educational Needs and Disabilities Coordinator (SENDCo) -

office@st-pauls.leics.sch.uk or 01509 890483. Mrs Gilchrist has the SENDCo Award.

Mrs T Green- Higher Level Teaching Assistants with enhanced training and experience.

Roles and Responsibilities

Individual class teachers are responsible for the learning of all pupils within their class, including those with SEND.

The Headteacher is our SENDCo (and Designated Senior Leader for safeguarding). Her key responsibilities are:

- The day-to-day operation of the school's SEND policy
- Advising Class Teachers
- Coordinating provision for pupils with SEND
- Overseeing the records of all pupils with SEND

- Working with parents of pupils with SEND
- Liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies
- Applying for SEND intervention funding or Education Health and Care Plan assessments.

Admission Arrangements

The school abides by the admission arrangements determined by the LA. Schools cannot refuse admission to pupils with SEND without Education, Health and Care Plans (EHCPs) or SEN/Learning Support Plans (LSP/SSP), within their normal areas nor discriminate against pupils, out of catchment, on the basis of their SEND.

Supporting Pupils and Families

The school acknowledges that the best progress is made when parents and the school work closely together to achieve common aims. The views of the parents are important within our decision making. The SENDCo and class teacher will liaise with parents and the child to find out what long-term outcomes are sought. The SENDCo and class teacher will then work collaboratively to devise an initial 'Learning Support Plan' (LSP) for the child. Copies of the LSPs will be held by the SENDCo, class teacher, support staff and parents. These plans will be reviewed at least twice-yearly. Class teachers will be responsible for reviews of these plans and will adjust them to reflect progress and any change in need.

- The Local Authority support for SEND families can also be found through the Leicestershire County Council SEND local offer:

http://www.leics.gov.uk/index/children_families/local_offer.html

Accessibility for Parents and Children

We have a clear accessibility plan available on our website which ensures no child is discriminated against.

- We are partially wheelchair accessible and provide portable ramped access as necessary
- School will discuss all additional needs and make reasonable adjustments to fully include all pupils with SEN, disability or medical need in all aspects of school life.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities, visits and trips are accessible for children with SEND.
- Our Reception classroom is fitted with sound system for children with hearing impairment
- We have disabled shower, changing and toilet facilities.
- We have one designated disabled parking bay
- Staff are available to speak to parents and carers at 8:55 and 3:30 each day.
- Staff are also able to be contacted through the school office.

Identification and Assessment of Pupils with SEN

Pupils with SEN, are identified as early as possible through ongoing assessment and completion of the foundation stage profile during the reception year, regular teacher assessment, statutory assessment and daily observations. In order for a child to be placed on the school's register for SEND, the Class Teacher will collect a range of evidence and information about the child, to discuss with the school's SENDCo. An Educational Psychologist may also be contracted to provide assessment, and the appropriate parental permission will be sought.

The needs of the great majority of children should be met effectively through high quality, differentiated class teaching, in accordance with the 2014 Code of Practice. However, there may be concerns that a child's progress is:

- slower than peers, from the same baseline
- slower than the child's previous progress
- showing gaps in learning are not diminishing
- showing gaps in learning are widening

If this is the case, a decision to include the child on the school's SEND register will be taken by the SENDCo. The categories of need will be applied. They are:

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

When any child is added to the SEND register, parents will be informed.

Organisation of Support

We make every effort to achieve maximum integration of pupils with SEND and their peers while meeting pupils' individual needs. We will follow the 'Assess, Plan, Do, Review' cycle. After consultation with parents, teachers and pupils, we will support SEND pupils in a variety of ways including:

- Close support from the teacher
- Close support from a learning support assistant (LSA)
- Working within a small group
- Working 1-to-1 with a teacher
- Working 1-to-1 with a teacher who has undergone additional training
- Working 1-to-1 with an LSA, delivering a specific programme or activity
- Counselling
- Extra teaching using a 'catch-up' schemes
- Use of specialist resources
- Use of a more suitable working area or personalised work station
- Administration of prescribed medicines
- A trained adult to assist with personal care
- Use of a private area to apply creams/lotions
- Accessible toilets
- Classroom displays/ visual timetables

A support plan will be formulated, by the class teacher, with the support of the SENDCo. An indication of level of support will be provided on this plan:

- Level 1- additional support provided by school staff, no additional funding

- Level 2- funded hours (Intervention Funding) from the Local Authority, or where an application for this funding is likely or additional funding through Pupil Premium Plus
- Level 3- an EHCP is in place with funded provision.

Resources for SEND

Staff should take account of individual need when deploying resources in order to ensure appropriate access to the curriculum. Resources include:

- A wide range of books, materials and equipment to suit pupils of differing abilities.
- A range of IT facilities
- Adult support
- Adaptation of buildings/ furniture as necessary

External agencies may be providing additional support for the child. These may include:

- Autism Outreach
- Education Psychology Service
- School nurse
- Social Care
- The Specialist Teaching Service
- Special Educational Needs Assessment Service
- Speech Therapy
- Visual impairment team
- Hearing impairment team
- Behaviour Forum (local short-stay school)

Decisions to move children off the SEND register

After discussion with parents and the class teacher, the SENDCo will explore whether the child's progress, indicated by key scores on assessments carried out, indicate that the child no longer needs higher levels of support. However, they may be placed back on the register, at a later date, should needs arise again.

Statutory Assessment of SEND

In some cases, higher levels of need will persist, with progress gaps widening, not diminishing. Then the LA will be requested to make a statutory assessment of SEND and, if appropriate, provide the child with an Education, Health and Care Plan (EHCP) or an SEN Support Plan, with 'intervention funding.' This will be accessed through a referral to the Special Educational Needs Assessment Service at Leicestershire County Council. The appropriate parental permission will be sought.

Governors

The governing body will use its best efforts to ensure the best possible provision for SEND in this school. There will be a designated governor for SEND, within the remit of 'Vulnerable Groups'.

The governing body evaluates the success of the education we provide for all children, including those with SEND, using the following criteria:

- The existence of accurate, up-to-date record keeping
- Parents and Pupils invited to EHCP review meetings

- Number of pupils on the school's SEND register and those leaving/ joining
- Adjustments in budget allocation to reflect needs
- Pupil attainment over time
- SEND policy review
- OFSTED and LA reports and reviews.
- Inclusion of SEND issues in development planning
- Time allocated to planning for pupils with SEND
- Feedback form pupils and parents
- Provision of CPD for staff.

Anti-Bullying

The school recognises that having SEND may leave pupils vulnerable to bullying. The school and all staff will be vigilant and follow the school's anti-bullying policy closely. Children will have opportunities to speak out if anything is upsetting them.

Complaints

Parents are encouraged to discuss their child's education regularly with their pupil's class teacher. If a parent has continuing concerns, they will be able to meet with the Headteacher as SENDco. If the concern continues to be unresolved, parents should follow the procedures as set out in the school's complaints policy.

Data Processing

Data will be processed to be in line with the requirements and protections set out in the General Data Protection Regulation.

Links with other Policies

This policy has links with other school policies, in particular: medicines and medical needs, equality and anti-bullying. Further information can also be found on our SEND Information Report.

