

# St. Paul's Church of England (A) Primary School

Building each other up



with God as our firm foundation

## SEN POLICY



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## Sensitivity: NOT PROTECTIVELY MARKED

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### General Introduction

This policy supports the work of the school in promoting its mission statement, aims and value.

We are building the Kingdom of God as we radiate Christian values of honesty, forgiveness, patience, humility, justice, thankfulness and harmony in our lives, our school and our community. Be who you were made to be and live in harmony with different people - trust, wait and keep persevering – be true to yourself, others and God - learn from mistakes and there's always a fresh start - rejoice and be thankful in all situations – be fair – be like a servant to others

'Building each other up-with God as our firm foundation'

(The Bible: I Thessalonians 5:11)



### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At St Paul's Church of England [aided] Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

The specific aims of our SEN policy are:

- To identify pupils with Special Educational Needs and Disabilities and ensure that their needs are met.
- To ensure that children with Special Educational Needs and Disabilities join in with all the activities of the school.

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- To create an environment that meets the Special Educational Needs of each child in order that they can achieve their learning potential in activities alongside pupils who do not have a Special Educational Needs.
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperation and productive partnership with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.

The success of the school's SEN policy will be judged against the aims set out above.

The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as need of it. The range of support made in the school each year in response to identified need is detailed in Provision Mapping.

## 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
- The school has an Accessibility Policy and an Inclusion Policy which work alongside this policy.

## 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 the 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 named SEN co-ordinator for the school is Saveena Lalli. A member of the Governing body takes a special interest in SEN, but the Governing Body as a whole is responsible for making provision for pupils with Special Educational Needs.

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The SENCO 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Work with the headteacher and governing body to ensure that the school meets its responsibility 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 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
- The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in Provision Mapping.
- The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with Special Education Needs or Disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

### 4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within 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

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- 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. Identification and Assessment of Special Educational Needs

Provision for children with Special Educational Needs is a matter for the whole school. The governing body, the school's headteacher, the SENCO and all members of the staff, particularly class teachers and teaching assistants, have an important day-to-day responsibility. *All teachers are teachers of children with Special Educational Needs.*

#### 5.1 Identifying pupils with SEN and assessing their needs.

The school is committed to early identification of Special Educational Need and adopts a graduated response to meeting Special Educational Needs in line with the Code of Practice 2020. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the subject leader/phase leader and then SENCO in order to decide whether additional and / or different provision is necessary.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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. There is no need for pupils to be registered or identified as having Special Educational Needs unless the school is taking additional or different action.

When deciding whether special educational provision is required, we will start with the desired outcomes, 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 our core offer, or whether something different or additional is needed.

#### 5.2 Consulting and involving pupils and parents/carers

Provision/action that is additional to or different from that available to all will be recorded in a Support Plan. This will be written by the class teacher but always in consultation with pupils, parents, carers and SENCO. 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

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- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- It may involve consultation and advice from external agencies.
- Notes of these early discussions will be added to the pupil's record and given to their parents.

### 5.2.1 Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making process, including recording children's view and implementing and reviewing where necessary the Support Plan. The school will also update parents/carers with relevant information informally or in a TAC meeting.

We encourage children to take ownership of their learning targets by discussing their target and what they can do to improve. For children with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and settling new goals and challenges.

## 6. Monitoring and Reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.

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

The Support Plans will set targets for the pupils and will detail:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- The pupil's own views
- The views and experience of parents

Pupils will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in the target-setting and review process.

The Support Plan will be reviewed at the end of every term and the outcomes will be recorded.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. If no progress is noted the child may be added to the school SEND register.

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### 6.1 Reasons for a child being added to SEND register may include the fact he/she:

- Make little or no progress, even when teaching approaches are targeted particularly in a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties which are not improved by the behavior management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress.

### 6.2 School Request for Statutory Assessment or Educational, Health Care Plans (EHCP)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's Special Educational Needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Support Plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment in English and Maths.
- Education and other assessments, for example from an advisory specialist support teacher or Educational Psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed at the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the chosen secondary school will be invited to attend the review.

For pupils who have EHCP of SEN, as well as the review of their Support Plans, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the LEA. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

### 6.3 Arrangements for Co-ordinating Provision for Children with SEN

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with Special Educational Needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the school's co-ordinated arrangements which appear in a Provision Map. A Provision Map details the various programmes and arrangements that we operate to meet identified needs.

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If a child is transferring into the school with a EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through Support Plans

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school;
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents/carers and the child the next strategy for action. This may involve engaging the child in an appropriate programme as part of our Provision Map. Any provision made and the progress made by your child will be discussed at parent evenings or through our normal channels of communication. Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working at National Curriculum levels significantly below those of his/her peers we will make a request for a statutory assessment.

### **6.4. Continuing Professional Development (CPD)**

Through the monitoring and evaluating of our provision the SENCo, with the headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCo, and information provided during the annual audit of the school's overall SEN provision.

### **6.5 Complaints procedure**

Your 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. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

**6.6 Liaison from Year 6 to Year 7**

A smooth transition is ensured as Staff from Secondary Schools usually visits us and specialist staff from the secondary school also maintain close liaison which continues into Year 7.

**7.Links and Use of outside agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with Special Educational Needs. Where it is necessary to contact outside agencies, the SENCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Mast Team which offers support from Educational Psychologists and SIPs workers. The school also has close links with Speech Therapists. All of the agencies involved will be identified within the school Provision Map and within the review of targets set in children’s Individual Suppot Plans in order to ensure children’s attainment is raised.

Date of Review.....

This policy will be reviewed in September 2022.

Agreed at the governing body meeting on:

Date.....

Signed.....(Chair of Governors)