

ST PAUL'S C of E (VA) PRIMARY
SCHOOL

St Paul's C of E Primary School

Life in all its fullness

Policy for Supporting and Educating Children with Special Educational Needs and Disabilities (SEND)

Created: April 2024 for September 2024

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'Life in all its fullness' John 10:10

- We nurture a passion for wisdom so everyone can realise their full potential
 - We respect and love everyone as individuals
 - We celebrate and serve our diverse community

The three core Christian values of wisdom, love and welcoming community, form the basis of work in our school community

1. Our aims

At St Paul's we will:

- Value the rich contribution that difference and diversity makes in our school and use a range of flexible responses to accommodate and meet the diverse needs of our children.
- Seek the participation of all our children in learning to meet the highest possible level of achievement and fulfilment for each individual.
- Ensure the views of our children (according to their age and understanding) and parents are sought and valued.
- Identify and provide for each child's learning and physical needs as early as possible, using a range of strategies.
- Deliver planned and organised support for all children with a special educational need.
- Ensure all children's needs are met through our practice and culture, and the management and deployment of resources.
- Ensure a close partnership between governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational or disability need in accordance with the SEND Code of Practice (2015).

2. What are special educational needs and disabilities?

A child or young person has special educational needs if he or she has an additional need which calls for special educational provision to be made for him or her. An additional need is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2015).

Special educational needs and disabilities and provision for them can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015).

- Cognition and Learning
- Communication and Interaction

- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

2.1. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

2.2. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty communicating their wants and needs, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

2.3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated or displaying challenging and disruptive behaviour. These behaviours can occasionally reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have diagnosed disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

2.4. Sensory and/or physical needs and disabilities

Some children and young people require special educational provision because they have a disability that prevents or hinders them from accessing the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

3. How do we implement our policy?

3.1. A graduated approach to SEN support

The graduated response to providing support for children with SEND is an approach which is recommended by the Code of Practice (2015) and adopted by Cambridgeshire Local Authority. It is based on providing different levels of support to children depending on their level of need and includes:

- Quality First Teaching within the classroom, including normal differentiation
- School support
- Statutory Assessment
- Education, Health and Care Plan (EHCP)

3.1.1. Quality first teaching

Many strategies such as those listed below are effective for delivering whole class teaching and well as to support children with additional needs and include:

- That the teacher has the highest possible expectations for each child and all pupils in their class.
- That all teaching builds on what each child already knows, can do and can understand.
- That different ways of teaching are in place, so that each child is fully involved in learning in class. This may involve things like using more practical resources to support learning.
- That specific strategies (as identified in the in-class support sheets and which may be suggested by the SENDCo) are in place to support the learning of each child.
- That the teacher describes the extra support needed for any child based on any evident gaps in their understanding or learning to help them make the best possible progress.
- Teachers discuss children's progress at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps for each child to support their learning.

- Using the Assess-Plan-Do Review cycle, we monitor all children's progress. If over time any child does not make the expected progress, we contact their parents to share the additional provision that we feel benefits that child. Additional provision either in the form of strategies, interventions or outside agency support is recorded on the school's termly provision map coordinated by the SENDCo.
- If a class teacher has any concerns about any child's progress over time, then that child gets additional support from the SENDCo.

3.1.2. SEND support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which reasonable adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of any support and/or interventions and their impact on the pupil's progress will be reviewed three times a year.

This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

In addition, the SENDCo may be able to draw on the advice or assessment of outside specialists if a child's needs meet the agency's threshold for accessing their services. The Early Help Assessment (EHA) may be jointly completed as part of the referral process to document a complete picture of each child. We will only share this information with outside agencies if parental permission is given. As a result of this, there may be an additional support plan written that will be reviewed in regular meetings such as Team around the Child (TAC) or Team around the Family (TAF) meetings.

Individual Health Plans (IHPs) are additionally written for any child with medical needs. This is done in consultation with parents and outside specialists, where appropriate.

3.1.3. Statutory assessment

This will be considered if any child has not made sufficient progress with or responded to allocated provision, as outlined above. The Local Authority will consider the need for statutory assessment to further meet the needs of the child.

3.1.4. Education, Health and Care Plan (EHCP)

The local authority panel will consider the need for an EHC Plan based on the statutory assessment evidence submitted. If appropriate, an EHC Plan will be drawn up and the provision will be monitored and reviewed annually as per the SEND Code of Practice guidelines.

3.2. Supporting pupils at school with medical conditions

- We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case we will comply with our duties under the Equality Act (2010) and in line with our Accessibility Plan.
- Some children may also have special educational needs and disabilities and may have an EHCP which brings together health and social care needs, as well as their special educational provision.
- For further information, please see our Supporting Pupils with Medical Conditions and First Aid Policy.

3.3. Mental well-being and SEND

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

(World Health Organization)

At our school, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

4. Roles and responsibilities

4.1 Pupils and pupil participation

"Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that option taken into account in any matter affecting them."

UN Convention on the rights of the Child (1989)

At St Paul's we believe that the children are the best people to tell us what things they find difficult and what situations they find challenging. We always listen to them to ensure that we make learning for them as easy as possible and, where we can, we adapt the learning environment and learning techniques to accommodate individual requirements. Full participation in the curriculum and the experiences that we offer at St Paul's is the goal for all pupils. With this in mind we seek to ensure that pupils are:

- fully involved from the start of the process
- have the right to have their opinions listened to and valued
- helped to make informed choices and decisions
- involved in the setting and reviewing of targets
- asked about their views which are honestly recorded as part of the annual review process and at other times
- celebrated for their successes and recognised for their efforts
- have the right to be treated with respect by everyone

4.2 Parents

We encourage parents of children with additional needs to:

- Play an active and valued role in their child's education from the start of their time at our school
- Gain a full understanding of the measures and techniques we sometimes use to help their children
- Help us appreciate their child's unique experience and perspective, and any circumstances that might have affect their academic and social progress
- Work in partnership with us to help meet the child's needs
- Take advantage of any external support and information networks

Parents can access further support and information on our website by clicking on the links to Cambridge County Council's Local SEND offer:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

and in our SEND information report.

4.3 Governors

It is important that governors work in partnership with staff, pupils, parents and the local authority in order to provide the best possible opportunities for their pupils.

Our governors:

- Use their best endeavours to ensure that all pupils with additional needs fulfil their potential
- Appoint a SENDCO
- Establish a policy which has regard to the Code of Practice on the identification and assessment of special educational needs and disabilities
- Make an annual report on the effectiveness of our work on behalf of the children with special educational needs and disabilities (pupils' progress; parental and pupil views; staff feedback relating to training and confidence)
- Participate in appropriate training

4.4 Teachers

Every member of staff is directly responsible for meeting the needs of all pupils.

The class teacher:

- Identifies that a pupil has a need for additional support.
- Works in partnership with the SENDCo, pupil, parents and other relevant agencies.
- Liaises regularly with parents and carers to review progress.
- Participates in appropriate training covering a range of SEND areas.

- Provides Quality First Teaching for all pupils including planning to meet the needs of all the children in the class.
- Embeds a range of strategies to support children as identified from the in-class support sheets.
- Ensures interventions, as advised by SENDCo, are delivered.
- Takes responsibility for writing and reviewing School Support Plans and meeting with parents to discuss these.
- Supervises any adults (such as Teaching Assistants) involved in the learning of their pupils.
- Assesses and records whether learning has occurred for all pupils.

4.5 The SENDCo

The SENDCo will work closely with the Headteacher and the Governors to develop the SEND policy and its implementation. The SENDCo will develop effective ways to overcome barriers to learning, monitor TAs, monitor quality of training, and set targets for improvement.

The SENDCo:

- Co-ordinates the provision for pupils with SEND
- Works in close partnership with the parents, pupils, staff and governors
- Oversees the SEND policy and SEND information report
- Advises class teachers on how pupils might meet planned learning objectives using strategies identified on the in class support sheets
- Reviews the provision map on a termly basis to reflect progress shown through teacher assessment and monitoring of pupils' progress taking part in interventions
- Oversees the assessment records and SEND support plans kept by the teacher
- Shares all relevant information with the staff team supporting a child so consistency of approach can be achieved
- Monitor pupils with SEND throughout the school
- Line manages the TAs and liaises regularly with them
- Contributes to in-service training of staff and governors
- Liaises and work in partnership with external agencies
- Attends local authority briefings, SENDCo Cluster meetings and training opportunities to keep up to date with local and national SEND updates when possible
- Works with the head teacher and link governor to ensure value for money and effective allocation of provision

The SENDCo for St Paul's is Mrs. Sarah Day.

4.6 The Headteacher

The Headteacher has overall responsibility for implementation of the SEND policy, for assessment and provision for pupils with special educational needs and disabilities and for keeping the governors informed about SEND provision.

In addition the Headteacher:

- Deals with any complaints about general or specific provision.
- Is informed by the Local Authority when they conclude that a pupil within St Paul's has SEND and is then the person responsible for ensuring that all the appropriate people know about that pupil's needs.

The Headteacher at St Paul's is Mrs. Helen Darrell.

5. Admissions and Accessibility Arrangements

5.1 Admissions Arrangements

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. At St Paul's, our agreed Admissions Policy makes no distinction as to pupils with SEND. The aim at St Paul's is to meet the needs of any child of any parent who wishes to register their child with St Paul's. In the case of pupils with an EHCP, the SENDCo will work closely with the Local Authority in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that he or she has a special educational need or disability or that relevant resources are currently unavailable.

5.2 Accessibility Arrangements

The Equalities Act 2010, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

For further details, please refer to St Pauls Accessibility Plan 2025.

5.3 Exam and assessment access arrangements

Pupils with specific needs may require additional access arrangements so they can take part in assessments including SATs. Access arrangements are adjustments that can be put in place to support those pupils. Headteachers and teachers must

decide whether any of their pupils will need access arrangements before they administer the tests. Additional provision can be put in place for a child if they meet the criteria set by the Department of Education which may include strategies such as additional time or being supported by a scribe.

6. Transition Arrangements

6.1 Children joining us from another school:

- The SENDCo can visit pre-schools with the class teacher and attend Team Around the Family meetings and Annual Reviews for pre-school children where possible.
- A book/passport can be made available to support children in understanding their move to another school, moving on, then one will be made for them with information about their current placement and their new school.
- Children are able to visit our school and stay for a 'play date'.
- Parents are invited to attend an information evening.
- Parents and children are given the opportunity for additional visits where appropriate to help children prepare for their move to the school.

6.2 Children moving to another school:

- We contact the other school's SENDCo and ensure they know about any special arrangements and support that were in place at St Pauls.
- We make sure that all relevant records are passed on as soon as possible.
- A book/passport can be made available to support children in understanding moving on.

6.3 Children moving classes in school:

- Information is passed to the new class teacher in advance. School Support Plans are shared with the next teacher.
- A book/passport can be made available to support children in understanding the moving in school.
- Children may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.
- Transition visits are additionally offered to children on INSET days where possible so they can visit their classroom with their parent/carer to help the settling process prior to the start of term.

6.4 In Year 6:

- Our SENDCo and class teacher discusses the specific transition needs with the SENDCo of the secondary school. Where appropriate, a transition review meeting, which can involve parents if they wish, takes place with the SENDCo from the new school.
- Children participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, children visit their new school on several occasions, and in some cases staff from the new school visit children in this school.
- A book/passport can be made available to support children in understanding moving on.
- All relevant information is transferred to Secondary Schools prior to the end of the Summer Term to enable them to disseminate the information to their staff and enable as smooth a transition as possible.

7. Monitoring and Evaluation Arrangements

The governors through their link governors, will evaluate the success of this policy by enquiring how effectively pupils with special educational needs and disabilities participate in the whole school curriculum and all activities. This will be reviewed annually. The governors will take into consideration:

- The aims of the SEND Policy and ensure these are being met
- The views of the parents
- The views of the pupils (where appropriate)
- The views of the Headteacher, SENDCo and staff

8. Complaints procedure

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If necessary, after that, an appointment can be made to see the Head teacher. If concerns remain, parents can take up the matter with the Chair of Governors. A copy of our complaints procedure is available on request.