



St Paul's Catholic Primary School

Special Educational Needs (SEND) Policy September 2023-2024

<p>Mission: <i>Our pupils and all members of our school community encompass, celebrate and live our values by:</i> <i>Journeying together, The St Paul's Way.</i></p>
<p>Our Vision <i>An exceptional community where acceptance, compassion and diversity is valued. We will encourage and inspire our children to serve God for the good of all, to excel in their learning and be resilient and caring. Our community will recognise, celebrate and protect God's gift of the world through the provision of a creative, relevant and ambitious curriculum which enables our children to be confident and prepared for modern life.</i></p>
<p>Our Values: <i>Respect, Friendship, Perseverance, Honesty, Caring, Thankfulness and Confidence which are rooted in the Gospels of Jesus Christ and we support and encourage those values which form our modern British Society – Democracy, Rule of Law, Individual liberty, mutual respect and tolerance (value) of those of different faiths and beliefs.</i></p>

Signed (chair):	Name: Carol Lawler	Date: 29/11/13
Signed (Head):	Name: Maxine Sewell	Date:
Ratified by: Governing Body on: 29 th November 2023		Next Review: November 2024

Equality Impact Assessment (EIA)

Part 1: EIA Screening

Policies, Procedures or Practices		Date	Nov 2023
EIA CARRIED OUT BY:	Tia Liuhka -Stevens	EIA APPROVED BY:	Maxine Sewell

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		YES
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		YES
Trans Gender		YES
Marriage and civil partnership		YES
Pregnancy and maternity		YES
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		YES
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		YES
Gender (male, female)		YES
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		YES

Any adverse impacts are explored in a Full Impact Assessment.

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Signed _____ **(Name)**
(SENDCo)

Date _____

Parents may also wish to refer to the SEND information report and the SEND Guide for Parents both of which are published on the school’s website.

Compliance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards (2012)

Philosophy

St Paul's Catholic Primary School is a fully inclusive school. We are a welcoming, happy, peaceful and extremely successful school. Our children feel safe and everyone is equally valued, respected as individuals and encouraged to reach their full potential.

At St Paul's we believe in and deliver Quality First Teaching and all our children are given the best opportunities for learning and life.

Mission Statement

We live our daily lives with the children at the centre of our decision making and encourage our children to realise their full potential and talents in accordance with the Gospel Values and the teaching of our faith so that:

***Our pupils and all members of our school community encompass, celebrate and live our values by:
Journeying together, The St Paul's Way.***

We will have regard to the *Special Educational Needs Code of Practice* when carrying out our duties towards all pupils with SEND.

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for personalised provision to be made for him or her in order to help them reach their full potential academically, socially and/or emotionally. For children of two or over, special educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from using educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Types of SEND

SEND is divided into 4 categories:

- **Communication and Interaction** – this includes children with speech and language delay, impairments or disorders, as well as children with hearing impairments and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Emotional or Mental Health difficulties** – this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.
- **Sensory and/or physical needs** – this includes children with a vision impairment, hearing impairment or a multi-sensory impairment including fine and gross motor skills. It also includes those children with a physical disability which requires additional ongoing support and equipment to access all the opportunities available to their peers.

Behavioural difficulties, disruptive or withdrawn behaviours do not necessarily mean that a child or young person has a special educational need or disability and should not automatically lead to a pupil being registered as having special educational needs although after support and full assessment this may be the case.

Slow progress and low attainment do not necessarily mean that a child has special educational needs and should not automatically lead to a pupil being recorded as having special educational needs.

Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

For the purposes of this policy SEND does not cover gifted and talented children for whom there is a separate policy.

Aims and objectives

Our overarching objective is to create an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs, in which all pupils can thrive. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

At St Paul's Catholic Primary school we:

- **Provide Quality First Teaching** for all pupils to ensure best possible learning and progress.
- **Ensure the school seeks to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and previous or early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers and support staff will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be coordinated by the SENDCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents.** To gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with outside agencies** when the child's needs cannot be met by the school alone. Some of these services include Inclusion Support Service, Educational Psychology Service, Speech and Language Therapy, Family plus, Children and Adult Mental Health Service (CAMHs), School Health Nurse, Community Paediatrician, Occupational Therapy.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and school responsibility roles.

Working in partnership with parents

St Paul's Catholic Primary believes that a close working relationship with parents is vital in order to ensure

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision for the pupil.
- Continuing social, emotional and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

In cases where more frequent and regular contact with parents is necessary, this will be arranged based on the pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the Local Authority Parent Partnership Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in relation to the provision for their child. Parents may wish to consult the Local Authority's "Local Offer" (<http://www.southglos.gov.uk/health-and-social-care/local-offer/>) which provides information for parents, in a single place, helping them to understand what services they and their family can expect from a range of local agencies – including their statutory requirements. The school's "SEND Information Report" is also available for parents on the school website. This document answers parents' questions regarding the SEND process in our school. Another useful document for parents is the school's "Guidance for parents of children with SEND". This can also be found on the school's website. Parents can also contact the school's SEND governor at any time in relation to SEND matters.

Identification

It is important that a pupil's special educational needs are identified as early as possible.

We will always let parents know as soon as we feel that their child may have a special educational need.

Identification can be highlighted in one of three ways:

1. Before a child starts at the school

A child may start school in Reception or any other year group with special educational need already identified, either by a previous setting or health professional. In this case the school works closely with the adults who already know that child.

If the child has attended a previous school and has a known special educational need or disability:

- The SENDCo will liaise with staff from the previous school.
- An appropriate member of staff may visit the child in the leaving school.
- All paperwork will be transferred to our school on admission of the SEND pupil.

Please note children who have an existing EHCP (Education, Health Care Plan) will need to contact the Local Authority regarding their application to join Reception. Their existing provider should be able to advise you on this.

2. By a parent/carer

A parent /carer may tell us that they think their child has SEND. In this case the school will carry out further assessments and observations on the child and report back to parents with their findings. In the case of Foundation Stage children, the class teacher meets with parents individually, in their home or in school if they prefer, during the child's first two weeks in school. This gives an opportunity for parents to discuss any concerns they may have.

3. In school

All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs as early as possible.

We do this through:

- Teacher observation
- Teacher assessment
- National Curriculum assessment
- Screening or assessment tools
- Information passed on from previous schools or settings
- Information from parents.

If the school has concerns over a child's learning, progress or other areas of school life, the following approach will be taken.

Quality First Teaching

At St Paul's all children have access to Quality First Teaching. Teachers deliver motivating and focused lessons, appropriately differentiated for the needs of their class.

Teachers continuously assess and monitor children's learning and set high, clear and challenging targets for the children.

Children are involved in their learning and in setting their own targets and are taught to be independent learners.

A Graduated Approach

A graduated approach is taken for any child who, despite Quality First Teaching, is identified as not making expected progress or achieving age related expectations. At this stage, the child will be enrolled on a Cause for Concern register and:

- Any pupils who then fall significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored for a maximum of 12 weeks to identify any potential difficulties.



- Once a pupil has been identified as *potentially having* SEND they will be assessed by staff in order to gauge their level of learning and any barriers to their learning identified.



- The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.



- The child's class teacher, supported by the SENDCO, will take steps to provide specific differentiated learning opportunities to aid the pupil's academic progression and enable better understanding of the provision and teaching style that needs to be applied.



- Through this process it can be determined which level of provision the child will need going forward which may involve them being put on to the SEND register.

If a pupil has recently come off the SEND register they may also be placed on the Cause for Concern register as continued monitoring will be necessary.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share pertinent information and knowledge with the school.

The child is recorded as being a cause for concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings. Parents' evenings are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to ensure that effective provision is put in place and to remove barriers to learning. Support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable provision for the child to be refined and revised as the understanding of their needs grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's knowledge and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and added to the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and overcome and that the interventions being used are developing and evolving as the child requires. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree any adjustment, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including supply teachers and support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

Strategies and targeted outcomes will be made clear to the child and all staff working with them. However, the class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

School reviews of the child's progress will be made termly (six times a year). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo, will revise the support based on the pupil's progress and development making any necessary amendments in order to keep moving forward, in consultation with parents and the pupil.

We support pupils with special educational needs and disabilities in some of these ways as appropriate to individual needs:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment /resources
- Using specialist intervention programmes
- Assisting in Social Care assessments where appropriate
- Seeking support and involvement from outside agencies

Monitoring the Progress of SEND children

All children are expected to make progress in their learning and achievement. Please refer to the school's Assessment Policy.

The school's system for observing and assessing the progress of SEND children provides information about areas where a child is not making expected progress. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the class or subject. It is important to understand that whilst we do expect all SEND children to make good or better progress, this still may result in their outcomes falling below age related expectation.

Expected progress can be defined in a number of ways as outlined below i.e:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Recording on an Agreed Standardised Format

All children in school have educational targets set with them regularly. If the class teacher, in conjunction with the SENDCo, feels that a child needs targets which address their specific Special Educational Needs then they will be given a Pupil Passport which will inform an Individual Support Plan (ISP)

The targets on the ISP are based on collaboration between all the parties involved i.e. the child, parent, SENDCo, Teaching Assistant. Staff ensure targets are:

- Specific
- Measurable
- Achievable
- Relevant
- Time Limited

Parents are invited to make suggestions and comment on their child's ISP. The ISP is reviewed three times a year (September, January, April). Parents are also expected to support the child at home on specific tasks which are provided by the school.

Individual Support Plan

The plan will include information about:

- The short-term targets set for the child.
- The teaching strategies and/or behaviour strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed (usually December, March and July).
- Outcomes (to be recorded when the Plan is reviewed and evaluated).

The ISP will only record that which is additional to, or different from, the differentiated curriculum and will normally focus upon three individual targets (please note some children may have more targets according to their individual need). These targets will match the child's needs and will have been discussed with the child and parents.

The ISP will be reviewed at least three times a year and the views of the child's parents will be sought regarding progress. This will be either at the parents' consultation evenings or by making written comments on the ISP form. Wherever possible, the child will also take part in the review process and be involved in setting targets.

When we seek the help of external support services, they will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may

- act in an advisory capacity
- provide additional specialist assessment
- be involved in teaching the child directly

The resulting plan for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of interventions recorded in the plan continues to be the responsibility of the class teacher.

Referral for an Education, Health and Care Plan (ECH Plan)

If a child has lifelong or significant difficulties a referral for an Education, Health and Care Plan Assessment may be considered. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education Health and Care Plan Assessment will be taken at a progress review.

The application for an Education, Health and Care Plan Assessment will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals
- Outside agencies

Information will be gathered regarding present and previous provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision about whether or not the child is eligible for an ECH Plan will be made by a group of professionals from education, health and social care. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an ECH Plan.

Annual Review of an EHC Plan

All EHC Plans are reviewed at least annually with the parents, the pupil, the LA and the school. The professionals involved are invited to consider whether any amendments need to be made to the description of pupil's needs or to the special educational needs provision specified in the plan. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5 or within the first 6 weeks of Year 6, the aim is to give clear recommendations as to the type of provision the child will require at the secondary stage. The school works very closely with the Inclusion Support Service and parents in order to determine the setting that will best meet the needs of the child. It will then be possible for parents to visit secondary schools and to consider appropriate options within the same timescales as other parents.

The SENDCo of the receiving school (if known) will be invited to attend the final annual review in primary school of pupils with EHC Plans to allow the receiving school to plan an appropriate Support Plan/Provision Map to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur. Where necessary, additional transition visits are arranged in order to fully prepare the pupil for starting their new school.

Access to the curriculum

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school and as far as possible, taking into account the wishes of their parents and the needs of the individual child.

Every effort will be made to educate pupils with SEND alongside their peers in a classroom setting. Where this is not possible, the SENDCo will consult with the child's parents to allow more flexible arrangements to be made.

Special Educational Needs and Disabilities Register

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, when a pupil has been identified as having a special educational need and this has been discussed with parents, we place them on the school's Special Educational Needs and Disabilities Needs Register.

The criteria St Paul's Catholic Primary School use to identify children as having a Special Educational Need is detailed below:

- A child is working 1 or more years behind the age related expectations for their year group **and/or** not making adequate progress
OR
- A child has a medical diagnosis of a condition that requires them to have a significant amount of additional support in order for them to access the same educational provision as their peers **and** this support is required in order for them to make adequate progress
OR
- A child is not making progress in areas such as social, emotional or mental health **and** this slow development is affecting their rate of academic progress.

Please note children may fall into more than one of the above categories.

Criteria for exiting the SEND register

If it is felt that a child is making progress which is sustainable without additional individualised provision, then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as those of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school. They will then be passed on to the next setting. The pupil will continue to be monitored through the school's monitoring procedures such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Allocation of resources for pupils with SEND

All pupils with SEND will have access to the SEND allocation of the school's overall budget. Some pupils with SEND may need to access additional funding. This additional funding might be from within the school's normal SEND or school budget or the child will have been deemed eligible for additional funding. For those with more complex needs, further additional funding from the Local Authority may be allocated as part of a child's Education Health and Care Plan. It is the responsibility of the Head Teacher, SENDCo senior leadership team and governors to agree how the allocation of resources is used.

SEND Staff

All teachers in school teach pupils with special educational needs and disabilities and have the skills, knowledge and training in order to do this.

The following people have particular responsibilities:

- **The Head Teacher**
- **The Special Educational Needs and Disabilities Coordinator (SENDCo) The SEND Governor**
- **Class teachers**
- **Teaching Assistants**

The SENDCo will hold details of all SEND records for individual children.

All staff can access the following documents:

- St Paul's Catholic Primary School's SEND Policy
- The Local Authority's Local Offer
- The school's SEND Information Report
- A copy of the full SEND register
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including targets set (previous and current), interventions undergone (previous and current) and copies of relevant provision maps.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities.
- Appropriate training and support

In this way, every staff member will have complete and up-to-date information about all pupils with special educational needs and their requirements which will enable them to provide for the individual needs of all pupils.

Regular training and learning opportunities are available for staff on the subject of SEND. Outside training provision is also used to extend staff's knowledge. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs and disabilities.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- Parents are notified if the school decides to make SEND provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for special educational needs and disabilities

Governors are responsible for the strategic management of SEND and therefore delegate the operational and management aspect of SEND to the headteacher, SENDCo and staff of the school. Governors will review the provision of SEND annually.

Class Teachers are responsible for:

- Providing first quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustment, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents of children with SEND

Teaching Assistants (TAs) should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedure for giving feedback to teachers about pupils' progress
- Be aware of the strategies and targets for the SEND children they are teaching, either in class or individually

TAs work as part of a team with the SENDCo and the teachers, supporting SEND pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Individual Support Plans and monitoring progress. All TAs will be given access to relevant documentation to enable them to support the child effectively.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Coordinating the provision for pupils with special educational needs and disabilities
- Ensuring that an agreed, consistent approach is adopted by all staff
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs and disabilities
- Carrying out assessments and observations of pupils with learning difficulties
- Supporting class teachers in devising strategies and helping them draw up Individual Support Plans (ISPs), ensuring that targets are set which are appropriate to the needs of the pupils. Also advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. **Raise on Line**, Arbor School Performance Report, class-based assessments/records, SATs.
- Reviewing the impact of interventions and support in order to offer class teachers advice regarding the next steps approach
- Contributing to the in-service training of staff
- Liaising with the SENDCOs in previous or receiving schools to help provide a smooth transition from one school to another
- Taking part in local SENDCo cluster meetings
- Keeping up to date with any changes in legislation
- Meeting with the SEND governor termly
- Reporting to Governors annually

The **Head Teacher** is responsible for:

- Ensuring all children have access to Quality First Teaching
- The management of all aspects of the school's work, including provision for pupils with special educational needs and disabilities
- Keeping the governing body informed about SEND issues
- Working closely with the SENDCo
- The deployment of all SEND personnel within the school
- Monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

Specialist SEND provision

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

Supporting pupils at school with medical conditions

The school recognises that pupils in 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 the school will comply with its

duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an EHC Plan which brings together health and social care needs, as well as any special education provision. The SEND Code of Practice (2014) is followed. For those children with severe medical conditions, a Health Care Plan is written by the School Health Nurse and/or school. These are displayed in the staff room in a covered folder and all supply teachers are informed of the condition and any actions which need or may need to be taken. This information is also kept in class register boxes.

Anti-Bullying

All children, including those with SEND, are valued within the school community. Should a bullying issue arise it will be dealt with according to the school's Anti Bullying policy and the school's Behaviour Policy. A copy of this can be found on the school's website www.stpaulscatholicprimary.co.uk or copies can be requested from the school office.

Child Protection & Safeguarding

This SEND Policy should also be read in conjunction with St Paul's Catholic Primary Child Protection & Safeguarding Policy and with the most up to date KCSiE document.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through responses on the Individual Support Plans as well as progress meetings with parents.

Pupil progress will be monitored on a termly basis in line, six times a year, with the SEND Code of Practice.

SEND provision and interventions are recorded on year group provision maps as well as on ISP are updated when the intervention is changed or at least three times a year. These are monitored, evaluated and updated by the SENDCo, class teacher and teaching assistants and are adapted following formative and summative assessments. The information is fed back to parents and SEND governor. This helps to identify effective provision and where changes may be necessary.

Admission Arrangements

Please refer to the information contained in our school prospectus on the school website.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education Health and Care Plans and those without.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school's accessibility plan for more details. This is available on request.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored in their pupil SEND file in the Head Teacher's office or in the classroom in a lockable cupboard, in line with General Data Protection Regulations (GDPR, 2018). This office is locked overnight. SEND records will be passed on to the child's next setting when he or she leaves the school. A copy will be kept on file until the child reaches the

age of 25. Any files containing information surrounding a child protection issue, or if the file is that of a "looked after child" then a discussion will take place and the file may be kept for 75 years. This is in line with the School Retention policy and GDPR guidelines.

Complaints

We are always very happy to talk to parents and listen to any concerns they may have. Any parents, with worries or concerns about school or the provision provided for their child, are encouraged to meet with the child's class teacher or the SENDCo. The school will always do its best to respond to concerns raised. If parents feel their concerns are not being responded to, school has a formal complaints procedure. A copy of this can be found on the school website or is available on request.

Definition of common terms related to SEND

Annual Review

Review of EHC Plan by LA that must occur at least once a year

Statutory SEND Code of Practice

Guidance for LAs and schools on how to identify, assess and provide for children with SEND

SEND Support

Special Educational provision

Educational Psychologist

Person employed by the LA to assess and advise on a child's learning difficulties

Education Health and Care Plan

This replaces the Statement of Special Educational Needs. The EHC plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. The EHC plan makes special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them.

Parent Link Worker

Trained member of staff providing practical and emotional support to parents.

Individual Support Plan (ISP)

Programme of learning objectives and teaching strategies.

Local Authority (LA)

The body responsible for schools and for assessing and providing for SEND.

Learning Difficulty

Significantly greater difficulty in learning than other children of the same age, or a disability which hinders the use of general educational facilities.

Mainstream School

School that caters for all pupils, including those with SEND.

Maintained School

School maintained by the LA.

Preferred school

School chosen by parents where the LA must consider placing your child.

Special School

A special school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioural problems.

Special Educational Needs and Disabilities (SEND)

A child has SEN if s/he has learning difficulties that require special educational provision.

Special Educational Provision

Additional or different education for children with SEND.

SENDCo

A member of staff at school who has responsibility for coordinating special educational provision.

Statement of Special Educational Needs

The term used for the process followed before April 2014 when EHC plans were introduced. It was a document which set out all of a child's SEN and how and where special provision would be made.

EHAP – Early Help Assessment and Plan replaces SAFeh - Single Assessment Form Early Help

This replaces the CAF. It is a framework that draws together all the information there is surrounding a child from lots of different services in order to fully understand their needs.

Useful Links

School website

[St Paul's Catholic Primary School, Yate: St Paul's Catholic Primary School Homepage \(stpaulscatholicprimary.co.uk\)](http://stpaulscatholicprimary.co.uk)

School SEND policy

stpaulscatholicprimary.co.uk/serve_file/9039611

Local Authority Local Offer

<http://www.southglos.gov.uk/health-and-social-care/local-offer/>

Complaints Policy

[Model complaints procedure \(stpaulscatholicprimary.co.uk\)](http://stpaulscatholicprimary.co.uk)

In addition to our own website you may find some of the following links useful:

www.southglos.gov.uk

www.dcsf.co.uk

Useful telephone numbers

St Paul's Catholic Primary School 01454 866790

Citizens Advice Adviceline (England): [0800 144 8848](tel:08001448848)

SEND and you Admin Line:0117 989 772

South Glos Parent Carers team@sglospc.org.uk

