



ST PAULINUS CE PRIMARY SCHOOL

As children of God at St Paulinus, we strive to **nurture** the gifts given to us by God so that our school is a happy, caring place where everyone is valued, safe and able to learn and grow.

"Having gifts that differ according to the grace given to us, let us use them" (Romans 12,6)

NURTURE: Knowledge, Curiosity, Resilience, Respect, Spirituality, Creativity & Love

SEND POLICY

(Special Educational Needs and Disability)

Principal: Mrs Rhodes
Chair of Governors: Mrs Joynes

Reviewed	Agreed by Staff	Agreed by Principal and Chair of Governors	Review Date
March 2023	March 2023	March 2023	March 2025

Introduction

At St Paulinus C.E Primary School, we are committed to offering an inclusive curriculum which nurtures the individual gifts our pupils have to ensure the best possible progress for all our pupils whatever their needs and abilities...

This policy links to the **Inclusion Policy**, as all pupils have the right to equal access of the curriculum whatever their needs.

This policy was discussed, amended and agreed by Staff at a Staff Meeting. It was ratified by the Governors' Curriculum Committee and subsequently by the full Governing Body.

AIMS

- The aims of our special educational need and disability (SEND) policy and practice in this school are to work within the guidance provided in the SEND Code of Practice (2014)
- To make reasonable adjustments for those with SEND by taking action to increase access to the curriculum and the environment for all.
- To ensure that children and young people with SEND engage in the activities of the school with pupils who do not have SEND.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum and inclusive provision, to better respond to the four broad

areas of need:

1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical
- To listen, respond to and work with parents/carers' and pupils' views in order to evidence high levels of confidence and partnership.
 - To ensure staff training and support to meet pupils needs.
 - To support pupils with medical conditions to achieve full inclusion in school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
 - To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Definition of special educational needs (SEN) or a disability

The definition for SEN and for disability from the SEND Code of Practice (2014) states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.**

DISABILITY: Some children who have SEN may have a disability under the Equality Act 2010- that is... **"A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities"**. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Admission arrangements

See also school admissions policy

- Children with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at the school, in line with the **school's admission policy**. We aim to support and include all pupils where possible.
- Where a child has an EHC plan, parents have a right to request a particular school and the local authority must comply with that preference unless:
 1. It would be unsuitable for the age, ability, aptitude or SEN of the child or
 2. The attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources.

Before making any decisions to name a school, the local authority will send the school a copy of the EHCP, and consider their comments carefully before making a final decision. In addition, the local authority must also seek the agreement of the school where the EHCP sets out provision to be carried out on their premises that has been secured.

Identification of SEN

Provision for children with SEN needs is a matter for the whole school. The governing body, the Head Teacher, the SENCO and all other members of staff, particularly Class Teachers and Teaching Assistants, have important day to day responsibilities. All Teachers are Teachers of children with special needs.

We know when pupils need help if:

Concerns are raised by pupils, parents and carers, teachers, external agencies or the pupil's previous school regarding level of progress or inclusion.

Screening or monitoring of interventions indicates gaps in knowledge and/ or skills

Whole school tracking of attainment indicates lack of expected levels of progress despite Quality First teaching and evidence of support.

What should parents do if they feel their child may have special educational needs?

If parents have concerns these should firstly talk to the child's class teacher. This may result in a referral to the school SENCO.

The parents may also contact the SENCO or Head teacher directly if appropriate.

All parents will be listened to. Their views and their aspirations for their child will be taken into account when assessment and provision is provided by the school.

SEN support within school

All pupils are provided with high quality teaching that is differentiated to meet the diverse needs of all learners, and different learning styles.

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the curriculum.

Attainment is tracked using the whole school tracking system and pupils are discussed in termly pupil progress meetings involving the class teacher, Head Teacher and SENCO.

Where it is decided through these meetings that special educational provision is required to support a child, parents will be informed that the school considers their child may require SEN support and their partnership is sought in order to improve attainment. This is known as a graduated approach.

Action relating to SEN support will follow an **assess, plan, do and review model**:

Assess: data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited in to support the identification of action to improve the pupil's outcomes.

Plan: If the review of action indicates that "additional to and different from" support will be required, then the views of all involved will be obtained and appropriate interventions identified, implemented by the Class Teacher or Teaching Assistant with advice from the SENCO.

Do: The Class Teacher remains responsible for all children including those with SEN, and Quality First Teaching that is differentiated is the main form of support for all children. Additional support or targeted interventions will be planned for with clear expectations and

outcomes identified. This may include academic or developmental targets. Parent's aspirations for the child will be taken into consideration.

Review: The support given and progress towards outcomes will be regularly reviewed between the class teacher, SENCO and any other staff involved with the child.

If progress rates are still judged to be inadequate despite extra support and targeted interventions, advice will be sought from external agencies regarding

Strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

Specialists in other schools e.g. special schools or teaching schools

Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Behaviour Support teachers, Educational Welfare Officers, Educational Psychologists.

Speech and Language or other health professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS).

Social Care, including the Disabled Children's Service.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organizations for advice on meeting the needs of pupils with SEND and their families.

For a small percentage of pupils, whose needs are more significant and complex and the SEN support required to meet their needs cannot reasonably be provided for within the school setting, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How parents of pupils with SEN will be helped to support their child's learning

The class teacher or SENCO can suggest ways you can help to support your child's learning at home.

The SENCO can signpost parents to several support groups that can help support pupils with SEN.

Pupils with medical needs (Statutory duty under the Children and Families Act)

See also Medical Needs Policy

The key contact for medical needs is the SENCo.

Pupils with medical needs that affect daily access or require administration of medical support will be recorded in a Health Care Alert Booklet. For pupils with more complex needs a detailed Health Care Plan will be compiled in partnership with the school nurse or a designated member of staff and parents, if appropriate the child will be involved.

Staff who volunteer to administer and supervise medication will be given appropriate training.

For some pupils it may be necessary to train staff further in how to support the child throughout the day in other ways.

It is the parent's responsibility to keep the school informed of any changes to a pupil's condition or medication.

All medicine administration procedures adhere to the LA policy and Department of Education guidelines, and identified in the **Medicine and Administration Policy**

What training staff supporting children with SEND undertake

The school provides continual professional development to all staff and seeks specialist advice and training to meet the individual needs of pupils as appropriate.

A termly meeting is held with the Early Intervention Team and the Inclusion Manager to seek additional support and advice.

How children with SEND are included in activities outside the classroom including school trips

Risk assessments are carried out and procedures put in place to enable all pupils to participate in school activities where reasonably possible.

The school ensure it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

Accessibility in the school environment

Adaptations have been made to the school in line with our **Accessibility Policy**.

Our **Accessibility Plan** (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and printed information is available via the school website. During any refurbishment or rebuild, accessibility will continue to be renewed.

Transition within school

Before the end of the Summer term all pupils get a chance to spend a morning with their new class teacher, to ask questions and find out about the expectations of a new class.

Pupils who need more support from the SENCO and a Teaching Assistant will receive a Transition Book to support the move. This is given to the child to take home over the summer holidays to share with parents.

Transition into our school

A number of strategies are in place to enable effective transition. These include:

On entry:

Prior to entry, admissions procedures are used to gather information relating to a child's needs.

A planned introduction programme is delivered in the Summer term to support pupils starting school in September. A graduated starting programme also occurs when pupils start school. The Class Teacher and Nursery nurse also arrange for children and parents/carers to visit school prior to them starting.

If a child transfers from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to Secondary School

The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities may be further enhanced for pupils with SEND.

The Annual Review in Y5 for pupils with an EHC plan begins the process where parents are supported to make decisions regarding secondary school choice.

Parents will be encouraged to consider options for Secondary education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

For pupils transferring to local schools the SENCO from both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition where possible.

The school will invite the next school to the Transition Annual Review for pupils with an EHC Plan.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources including:

A proportion of funds allocated per pupil to the school to provide for their education called Age Weighted Pupils Unit for Quality First Teaching.

The National SEN budget. This fund is devolved to schools to support them meet the needs of pupils with SEND, in accordance with the SEN Code of Practice.

Pupils Premium funding provides additional funding for pupils who are claiming Free School Meals. These may or may not have SEN.

For pupils with the most complex needs, the school may be allocated additional funding from the Local Authority, through an EHC assessment and subsequent plan.

Access arrangements for exam concessions

Where there is a history of need, support and the pupil has concessions made for them as their normal way of working, assessment and application for access arrangements for public examinations will be made by the school.

For the Bexley Selection Tests, the Local Authority requires that pupils with SEN have been identified at least a year before application and that concessions or adaptations similar to those requested is the pupil's normal way of working. Detail about the application can be found on the Bexley website: <http://www.bexley.gov.uk/>

