



## Saint Paulinus CE Primary School

### SEND Policy and Information Report

**Principal: Mrs C Rhodes**

**Assistant Principal: Mrs K Sukonik**

**SENDCo: Miss E Hobin-Brady**

This policy was reviewed on: September 2023

## Introduction

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

Our curriculum vision is centred around diversity, resilience, communication and critical thinking and is rooted in our Christian vision of *'Having gifts that differ according to the grace given to us, let us use them.'* (Romans 12:6).

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 Governing Body.

### 1. 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 (2015)
- 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 endeavors 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.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014 (legislation.gov.uk), 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

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

The definition for SEN and for disability from the SEND Code of Practice (2015) states:

### **SEN:**

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

### **DISABILITY:**

*Many children and young people 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 provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition*

## **4. SEN Information Report**

### **4.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **4.2 Identifying pupils with SEN and assessing their needs**

*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 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.

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.

We also 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.

### **4.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil's 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
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

The class teacher and/or SENCO will seek to use resources such as the **SEN Pupil Voice Toolkit** to obtain the pupil's views and opinions. The toolkit was put together by a range of specialists from SENCOs and speech and language therapists to the SEN and Early Intervention teams within the Local Authority. Bexley Voice and other charities were also involved.

### **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 Assistant Principal or Acting Principal 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.

### **4.4 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality-first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also ensure:

- All pupils are provided with quality-first 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.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes in line with the Teaching and Learning Policy and the London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit
- Attainment is tracked using the whole school tracking system and pupils are discussed in termly pupil progress meetings involving the class teacher, Acting Principal 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**:
  1. **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.
  2. **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.
  3. **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.
  4. **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:
  1. Specialists in other schools e.g. special schools or teaching schools
  2. Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Behaviour Support teachers, Educational Welfare Officers, Educational Psychologists.
  3. Speech and Language or other health professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS).
  4. 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 organisations 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.

#### **4.5 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

#### **4.6 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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.

**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.
- Staff to pupil ratios
- The school ensures it has sufficient staff expertise, or will seek external specialist advice, to make reasonable adjustments for children with SEND to access school provided activities.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to take part in sports day/school plays/special workshops
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

#### **4.7 Additional support for learning**

We have teaching assistants who are trained to deliver interventions such as: Draw and Talk, Jump Ahead and Speech and Language . Teaching assistants are also used to help pupils develop independent study skills and given direction (either from the class teacher or SENCO) to deliver high-quality one-to-one and small-group support.

In accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), the school may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN Support. A record of all such meetings should be kept on the pupil file.'

#### **4.8 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Speaking with parents and carers of pupils with SEN

#### **4.9 Expertise and training of staff**

- 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.

#### **4.10 Supporting pupils moving between phases and preparing for secondary school**

##### **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.

#### **4.11 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 **schools 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 through direct payment (personal budgets).

### 4.12 How the school's resources are 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:

1. A proportion of funds allocated per pupil to the school to provide for their education called Age Weighted Pupils Unit for Quality First Teaching.
2. 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.
3. Pupils Premium funding provides additional funding for pupils who are claiming Free School Meals. These may or may not have SEN.
4. 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.
5. **Access arrangements for exam concessions**
6. 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.
7. 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 pupils normal way of working. Detail about the application can be found on the Bexley website: <http://www.bexley.gov.uk/>

### 4.13 Contacts for further information or concerns relating to SEND

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact in the following order:

Your child's class teacher

The SENDCo: Miss Hobin-Brady

The Principal: Mrs Rhodes

If you feel that your concern has not been suitably addressed, please refer to the APAT complaints policy.

#### **4.14 The local authority local offer**

The SEND Local Offer provides information about Special Educational Needs and Disability services (SEND) for children and young people aged 0-25 in Bexley.

Our local authority's local offer is published here: [Bexley Local Offer](#)