



**St Pauls CE (C) Primary School**

Learning and growing together in God's love

# St. Paul's C.E Primary School



## Special Education Needs Policy

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This document is a statement of aims, objectives, principles and strategies associated with the provision of special educational needs at St. Paul's Primary School.

### Definition of Special Needs

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. They may:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability, which prevents or hinders them from making use of the educational facilities generally provided for children of the same age in schools within the area of the local education authority;
- be under compulsory school age and fall within the definitions above, or would do so if special educational provision was not made for them.

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

### Special Education Needs Code of Practice

The school will consult the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

### Aims of the SEND Policy

The school aims to:

- provide equality of opportunity in learning for all pupils;
- provide access to a broad and balanced curricular including the National Curriculum;
- foster self-esteem and enjoyment in education;
- recognise and praise success, while offering support in areas of greatest weakness, in order to foster a positive self-image;
- consult with parents about the needs of pupils with SEND and to work in partnership with them to address those needs.

## Objectives of the SEND Policy

The school will endeavour to:

- provide a framework of appropriate screening or assessment tools, which will enable staff to identify as early as possible all children with special educational needs;
- develop consistent criteria to assess pupils performance, identifying strengths as well as weaknesses, so that the rate of progress can be monitored;
- provide and deliver appropriate programmes of study, including individual learning programmes where necessary;
- provide adaptation to work and the curriculum approach, where necessary, in order to allow all children to access a broad and balanced curriculum;
- employ clear procedures, which will enable the staff to monitor progress and to use agreed proformas for recording work with pupils with SEND;
- ensure that the staff recognise that there is a continuum of needs and a continuum of provision and support, and that a structure is provided by means of which outside agencies can be called upon at the appropriate stage;
- ensure that all staff, teaching and non-teaching, are aware of the needs and provision for those pupils with SEND with whom they come into contact;
- establish procedures, which enable staff to liaise with parents on a formal and informal basis.

## Co-ordinating Educational Provision for SEND

At St. Paul's, the Interim Executive Board (IEB), the Headteacher, the SENCO and all other members of staff have input and responsibilities for pupils with SEND.

### Interim Executive Board (IEB)

The Interim Executive Board have a responsibility to:

- do their best to ensure that the necessary provision is made;
- ensure that the needs of pupils with SEND are made known to those who teach them;
- ensure that all teachers are aware of the importance of identifying and providing for the needs of SEND pupils;
- consult the LA where appropriate and governing bodies of other schools, in the interests of co-ordinated SEND provision in the area as a whole;
- ensure that, as far as practicable, SEND pupils are integrated into school activities;
- report annually to parents on the school's policy for pupils with SEND.

### Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. They will keep the IEB fully informed. At the same time, they will work closely with the SENCO.

## Special Educational Needs Co-ordinator (SENCO)

While the IEB and the Headteacher have overall responsibility for the school's SEND policy, the SENCO is responsible for the day-to-day operation of the policy by:

- liaising with and advising fellow staff, both teaching and non-teaching;
- co-ordinating provision for children with SEND;
- maintaining the school's SEND register and overseeing the records of all pupils with SEND;
- liaising with parents of pupils with SEND;
- organising and contributing to the in-service training of all staff;
- liaising with external agencies.

## Class Teachers

The child's class teacher will:

- gather information about the child and make an initial assessment of need;
- consult with the child and the child's parents;
- consult with external agencies where appropriate;
- consult with the SENCO/Assistant SENCO with regard to the child's inclusion on the SEND register;
- provide increased adaptation within the normal classroom context;
- monitor and review the child's progress.

## Admission Arrangements

The school will endeavour to meet the wishes of parents in admitting their children to statutory education but can only make provision for pupils with SEND using the resources available to the school. St. Paul's Primary School has provision, which includes disabled toilets and wheelchair access.

## The Allocation of Resources

Provision for the resourcing of special educational needs is made within the annual budget and in the school development plan. The resource allocation is reviewed annually. It will cover a range of areas including:

- release time for classroom staff and SENCO
- employment of SEND support staff including welfare and ancillary staff;
- purchase of resources;
- additional support provided by the LA and outside agencies as appropriate.

## Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the IEB, the school's Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainment, or attainment in specific subjects, falls significantly outside the expected range may have special educational needs.

### Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information will be transferred from the Early Years setting, and the SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure ongoing observation and assessment;
- provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their language or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational need. As a result, specialist expertise may be called upon to support school staff in addressing the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If the school refers a child for an EHCP (Educational Health Care Plan), they must apply through the EHC Hub and should provide a record of work already undertaken with the child in order to attempt to address their difficulties.

### Monitoring - Classroom Support Plans

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires a classroom support plan. Typically, children achieving a standardised scaled score of 85 in their half termly assessments would trigger the need for a classroom support plan. The focus of the support plan would be to promote progress which:

- 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.

## SEN Support - Individual Learning Programmes

When a class teacher (or the SENCO) identifies a child with special educational needs, intervention will be provided in addition to the usual differentiated curriculum. This will be called SEN Support. The triggers for intervention through SEN Support will be:

- a score of 78 or less in the termly/half termly assessments;
- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or Mathematics skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Strategies employed to enable progress will be recorded within an individual learning programme, which will include information about:

- the short-term targets for the child;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- the outcomes and next steps.

The learning programme will only record that which is additional to, or different from, the adapted curriculum and will focus upon three or four individual targets that match the child's needs. These targets will have been discussed with the child and the parents. The programme will be reviewed at least three times a year and parents' views will be sought. Wherever possible, the child will also take part in the review process. Provision to enable the child to make progress may be provided through small group intervention or one to one teaching.

## Edukey

The school uses Edukey, which is a provision mapping and information management system to maintain the records of children with SEND. Teaching staff have overall responsibility for maintaining the records of the children in their care in conjunction with the support staff providing intervention in their year groups. The SENCO oversee the records created on Edukey in order to ensure that pupils are receiving appropriate support.

## External Agencies

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's individual learning programme. External support services, will usually see the child so that they can advise teachers on new targets and accompanying strategies; provide more specialist assessments to inform planning and the measure progress; give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for involving external services will be that, despite receiving individualised support, the child:

continues to make little or no progress in specific areas over a long period;

continues working at National Curriculum levels substantially below that expected of children of a similar age;

continues to have difficulty in developing literacy and mathematics skills;

has emotional or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;

has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;

has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When the school seeks the help of external support services, those services 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, or provide additional specialist assessment or be involved in teaching the child directly. The resulting learning programme for the child will set out fresh strategies for supporting progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the learning programme continues to be the responsibility of the class teacher.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

## Statutory Assessment of Special Educational Needs: Requesting an Educational Health Care Plan (EHCP)

Statutory assessment may be deemed necessary, if a child demonstrates a significant cause for concern. A child can be brought to the LA's attention by a parent, the school, or a referral by another agency. Where a request for a statutory assessment is made by the school, evidence will need to be provided via the EHC Hub. Evidence may include:

- individual learning programmes for the pupil;
- records of regular reviews and their outcomes;
- the pupil's health including the child's medical history;
- attainment in English and Mathematics;
- assessments from an advisory specialist support teacher or an educational psychologist;
- views of the parents and the child;
- involvement of other professionals such as health, social services or education welfare service.

Where the evidence presented suggests that the child's learning difficulties have not responded to measures already taken by the school and external specialists, the LA may determine that an Educational Health Care Plan (EHCP) is required. An EHCP will include:

- the pupil's name, address and date of birth;
- details of all of the pupils special needs;
- the special educational provision necessary to meet the pupil's special educational needs;
- the type and name of the school where the provision is to be made;
- relevant non-educational needs of the child;
- information on non-educational provision.

Educational Health Care Plans contain short-term targets that have been established after consultation with parents and the child. These targets will be transferred to the child's individual learning programme and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the learning programme will continue to be the responsibility of the class teacher.

## Educational Health Care Plan (EHCP) Annual Review

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

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review of any primary school pupil with an EHCP. This will allow the receiving school to plan an appropriate individual learning programme 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.

This policy was presented to and approved by the Interim Executive Board on 19.07.23

It will be reviewed in Autumn 2024.