



## **SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY**

### **Introductory Statement**

St Paul's Primary School and Nursery welcomes all children and is committed to offering an inclusive curriculum and ethos, to ensure achievement of potential for ALL of our pupils, whatever their background, educational needs, medical needs or abilities.

### **Definition of Special Educational Needs**

(Taken from 'Special Educational Needs and Disabilities Code of Practice 2014')

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.
- Has a disability, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child or young person has Special Educational Needs (SEND) if their learning difficulty or disability calls for special educational provision to be made for him or her. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.

A person has a *disability* if they have 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 includes sensory impairments and long-term health conditions. Children and young people with such conditions do not necessarily have SEN, but there can be a significant overlap.

It is a legal obligation that the school:

- Will not directly or indirectly discriminate against, harass or victimize children or young people who have disabilities.
- Will make reasonable adjustments, to procedures, criteria and practices and by the provision of auxiliary aids and services, to ensure that children and young people who have disabilities are not at a substantial disadvantage compared with their peers.

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

### **Objectives**

The specific SEND objectives of this school are:

- to identify and assess pupils with special educational needs and disabilities, as quickly and thoroughly as possible
- to ensure that all children have their needs met, so that they can achieve their potential and make the best possible progress
- to ensure that all children are taught a broad and balanced curriculum, regardless of their needs

- to ensure that the necessary provision and adjustments are made for any pupil who has Special Educational Needs or Disabilities, so far as is reasonably practical and compatible for the child and the efficient education of the pupils with whom they are educated.
- to create a happy, safe and secure environment in our school to ensure the most effective learning for all children
- to closely monitor those with SEND, to enable us to continue to meet their changing needs
- to recognise and celebrate the achievements of all pupils within our school
- to ensure that all staff are aware of the individual needs of each child and find the best ways to support and provide for them
- to work closely with parents of children with Special Educational Needs and Disabilities and encourage them to play an active and valued role in their child's education
- to enable all learners to be able to express their views and to involve them in decisions which affect their education, as much as possible.
- to work in partnership with other professionals and outside agencies, when appropriate

Partnership with parents plays a key role in enabling children / young people with SEND to achieve their potential. St. Paul's School recognizes 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. School staff will aim to build positive relationships and work closely with parents, to share information about a child's needs and to agree on the provision that will be made to support those needs.

Children and young people with SEND often have a unique knowledge of their own needs and views about what sort of help they would like, in order for them to make the most of their education. They will be encouraged to participate in setting and reviewing their own targets and contribute to the assessment of their needs and the provision made for them, whenever possible.

### **Roles and Responsibilities**

Ensuring that all children in St. Paul's Primary School and Nursery have appropriate provision for their needs is a matter for the school as a whole. All teachers are teachers of children with Special Educational Needs and all members of staff may work with these children at some point throughout the day. Providing for the needs of these children is therefore a whole school responsibility.

The Head Teacher has overall responsibility for the education and provision made for all of the children in this school.

There is a school governor with responsibility for SEND. Their role involves liaising with the SENCO, monitoring the SEND provision in the school and reporting back to the governing body.

#### **The Special Educational Needs Co-ordinator (SENCO) is responsible for:**

co-ordinating the day-to-day provision of education for pupils with Special Educational Needs, which includes:

- ensuring that relevant information about individual children with SEND, is collected, recorded, updated and shared, as appropriate
- regularly updating the SEND register and Provision Map.
- ensuring close liaison between children, parents, school staff, support agencies and health professionals, as appropriate
- providing SEND support and advice to other members of staff

- identifying, monitoring and reviewing the needs of individual pupils through tracking data and assessment results
- co-ordinating and monitoring SEND, and other additional needs, intervention and provision throughout the school
- reviewing and updating the SEND policy, SEND information on the website and the online school offer
- liaising with colleagues and parents to ensure that appropriate support plans and Individual Education Plans (IEPs) ~~and targets~~ are written and reviewed regularly,
- keeping staff informed about new information gained from other agencies, Lincolnshire County Council and government policy
- ensuring that all SEND paperwork is completed, sent out and filed appropriately and confidentially
- liaising with other primary and secondary schools, to ensure smooth transition for SEND children who move to other settings
- keeping the Head Teacher and Governors informed of the SEND policy and provision in the school

**The Class Teachers, Teaching Assistants and SEND support staff are responsible for:**

- providing suitable activities and resources for the varied abilities, learning styles and targets of all of the children in their class
- regularly monitoring and assessing all children, to make sure that they are aware of the progress being made and the changing needs of each child
- regularly setting and reviewing targets and IEPs for all SEND children in their class
- liaising regularly with parents and other staff, so that they are aware of individual needs, abilities and difficulties and can set appropriate targets
- briefing midday supervisors about the individual needs of the children
- meeting with outside agencies and attending review meetings, when appropriate
- ensuring that all pupils can access the curriculum in a manner suitable to their needs
- encouraging and promoting pupil independence and achievement
- encouraging all children to understand the needs of others and to celebrate individuality, diversity and difference

**Identification, Assessment and Provision**

At the heart of the work in our school is a continuous cycle of ‘assess, plan, do, review’, 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.

However, a child may be identified as having Special Educational Needs if:

- they make less than expected progress, in one or more of the curriculum areas, even when teaching approaches are differentiated and targeted particularly to the identified areas of weakness
- the child requires provision that is additional to or different from their peers
- they show ongoing signs of difficulty, particularly in literacy or mathematics skills, which may also result in poor attainment in other curriculum areas
- their overall attainment, or achievement in specific subjects, falls significantly below the expected range for their age
- they present persistent social difficulties which are not improved by the behaviour management techniques usually employed in the school

- their sensory or physical problems impede upon academic achievement, and they continue to make little or no progress, despite the provision of specialist equipment

There is a wide spectrum of difficulties that can lead to a child being assessed as having a Special Educational Need, but these can be narrowed into four key areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and / or physical needs

If a child has a medical need or health condition, all relevant staff will be made aware of it, and any extra provision that child may need will be put into place. A health care plan may also be needed, which will be drawn up through close liaison between the child, parents, school staff and health professionals. The child may, or may not, be added to the SEND register, depending upon if that health need is having a detrimental effect upon their education.

### **SEND Support**

St. Paul's School is committed to early identification of Special Educational Needs and the class teacher will consult the parents and SENDCO, as soon as a need is identified.

It will then be decided whether additional or different provision or intervention is necessary, and what that may be. The action needed may include different learning materials or special equipment; small group or individual support; extra adult support; staff development / training to introduce more effective strategies or access to other professional agencies / support services.

Children, parents and staff will discuss the most effective strategies to support and aid progress and these will be recorded on an Inclusion Passport. If appropriate, targets will be set on an Individual Education Plan (IEP), which will be reviewed and updated regularly. The child will then be added to the school SEND register at the '**SEN Support**' stage.

A few children may also come to school with their special educational needs already identified. The school takes into account expressions of concern by parents and any information that parents and other settings provide about the child.

### **Education, Health and Care Plan (EHCP)**

If the child still continues to demonstrate significant cause for concern, and remains severely below the expected levels for that age group, despite all of the extra provision and advice from outside agencies, the school may then request further support from the Local Education Authority, This may also happen if a child has severe or complex disabilities or medical needs.

If this extra support is required, an Education, Health and Care Needs Assessment form will be completed. The SENDCO will collate all of the relevant background information about that child (from the child, parents, school staff and professionals from other outside support agencies) and submit it to the county's Special Educational Needs and Disabilities Team.

The SEND allocations panel will decide whether an assessment should take place. If the decision is yes, then the assessment process should take up to 20 weeks. They will then decide if the child will require special educational provision, health care or social care, which is over and above that normally provided by those services, and whether or not to issue an EHCP, following the process as set out in the Special Educational Needs and Disability Code of Practice 2014. The final EHCP will outline what support and provision will be needed, as agreed by all relevant parties, and will outline targets to be worked on.

All EHCPs will be reviewed at least annually, with the parents, the pupil (whenever possible), the school and other professionals involved, to consider whether any amendments need to be made to the description of the pupil's needs or to the special provision specified.

### **Further Information / Complaints Procedure**

More information about SEND services and providers can be found on the Lincolnshire Family Services Directory at [www.lincolnshire.gov.uk/fsd](http://www.lincolnshire.gov.uk/fsd). Parents may also contact the Liaise Service at [liaise@lincolnshire.gov.uk](mailto:liaise@lincolnshire.gov.uk) for independent support and advice.

If there are any queries or complaints about SEND provision for an individual child, it should first be discussed with the class teacher, who may also involve the SENCO. It should then be referred to the Head Teacher, if issues persist.

### **Review**

This policy will be due for review in September 2020