

'Shine like stars in the world.'
Philippians 2:15



St Paul's CE Primary School

Special Educational Needs and Disability (SEND)/Inclusion Policy

Our Vision

Our school is one family, united in love and deeply rooted in our Christian values, where together on life's journey we flourish, striving for excellence in all that we do. Inspired by the transformation of St Paul, and enlightened by the glory of God, we will shine like stars to make the world a better place.

Our Core Values

Love, Forgiveness, Faith, Friendship, Hope and Peace.

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)/INCLUSION POLICY

At St Paul's CE Primary School, we are committed to providing a high-quality education for all children. We are an inclusive school and seek to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise that each child is a unique individual and we aim to provide support in a sensitive, caring manner.

Aims and Objectives

- To provide children with SEND with the same opportunities as all children
- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND
- To ensure access to a broad and balanced curriculum through differentiated planning and reasonable adjustments
- To provide access to appropriate intervention programmes according to the needs of the child
- To keep clear, up-to-date records tracking individual children, as they move through the school
- To work in partnership with parents/carers, pupils and outside agencies
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in their Individual Education Plan
- To ensure that all governors and parents/carers are aware of the policy
- To co-produce with parents/carers and pupils achievable and relevant targets for children on the SEND register
- To work within the guidance provided in the SEND Code of Practice 2014

Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out school's responsibilities for pupils with SEN and disabilities.
- The Equalities Act 2010.
- The Special Educational Needs and Disability Regulations 2014, which sets out school's responsibilities for education, health and care plans (EHCPs), SEND co-ordinators (SENDCOs) and the SEN Information Report.
- Reasonable Adjustments for Disabled Pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting Pupils at School with Medical Conditions (2014): statutory guidance from the Department for Education.

Definitions of Special Educational Needs and Disabilities (SEND): A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

A child of compulsory school age 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

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- 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 (SEND Code of Practice, 2014)

Learning difficulties may be caused by:

- Physical or mental disability (PD)
- Sensory difficulties e.g. vision or hearing impairment (VI or HI)
- Speech, language and/or communication difficulty (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic Spectrum Disorder (ASD)
- Multi-sensory impairment (MSI)
- Specific learning difficulties with reading, spelling, fine motor skills and/or gross motor skills (SpLD)
- Moderate learning difficulty with English and/or Maths (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)

In addition to the above, the school recognises that pupils with medical conditions are appropriately supported to ensure full access to the curriculum. These pupils will not require SEN Support unless their medical need affects their learning.

Children who speak English as an additional language (EAL) will receive additional support when appropriate but not SEND support unless they have an additional SEND need.

These difficulties can include pupils throughout the ability range. A child may have more general difficulties with school work or have a combination of two or more areas of need. Some children may have fallen behind and have learning difficulties if they are not supported by the appropriate resources and environment. At St Paul's C.E. School, we identify these needs, put appropriate interventions in place and monitor progress closely. This is part of the identification process for children who may have special educational needs. Needs may be of a minor nature as well as serious, however all needs must be addressed so that children can progress and reach their potential.

Roles and Responsibilities

The SENCO: Miss Belle Perrin

The SENCO is the designated teacher responsible for coordinating provision for SEND and all duties outlined in the SEND Code of Practice.

In addition to the day-to-day management of our SEND policy, her duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND
- Managing support staff
- Coordinating provision for children with SEND
- Liaising with parents/carers of children with SEND
- Identifying, assessing, monitoring and record keeping for children with SEND
- Liaising with external agencies including the educational psychology service, health and social services, behaviour support service and voluntary bodies
- Informing the Head Teacher of all developments
- Organising in service training for staff, ensuring awareness of new initiatives and developments
- Coordinating and chairing Annual Review meetings for children with Education, Health and Care Plans (EHCPs)

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- Supporting staff, parents/carers and children in co-producing Individual Education Plans
- Ensuring continuity of provision for children with SEND by liaising with pre-schools and secondary schools
- Working closely with the SEND governor

The SEND governor: Mrs Dilani Dassenaiké

The SEND governor will:

- Help raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and the SENCO to determine the strategic development of the SEN policy and provision in the school

The Executive Head Teacher: Miss Cath Mann

The Executive Head Teacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO and Head Teacher to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Admission and Transition Arrangements

When children transfer to, or are admitted from, another Primary School, their records are forwarded/requested in order to ensure continuity of provision. We liaise with pre-school providers and secondary schools for all children but additional transition meetings are held with pre-schools for children entering the school who have SEND Support. Transition meetings and additional visits are also held with secondary schools for children leaving the school that have SEND Support or EHCPs.

At the end of each year, teachers hold hand over meetings to ensure continuity and a smooth happy transfer. Wherever possible, at the end of the summer term, children are given the opportunity to meet their new class teacher and visit the classroom for the next academic year. Meet the teacher sessions are held at the start of every academic year which parents/carers are encouraged to attend.

Identification of children with SEND

At St Paul's CE School, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents/carers. Information leading to the identification of children's SEND may come from a number of sources. These include:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents/carers and pre-school transition meetings

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- In school - staff observations, levels of attainment, Foundation Stage Profile, Early Learning Goals, pre-key stage assessment standards, reports from external agencies, reports from previous schools, standardised screening and assessment tools

Staff can raise concerns about a child with the SENCO at any time. Based on the school's observations, pupil progress meetings, assessment data and following a discussion between the class teacher and SENCO, the child may need one of the following:

- Differentiated curriculum support in class
- SEND Support

Pupils will only be identified as needing SEND support if, having received high quality teaching, differentiated learning tasks and appropriate targeted teaching/adjustments, they do not make adequate progress.

If a child requires SEN Support, their special educational needs will be classified into one or more of the learning difficulties listed on page 1 of this policy. Parents/carers are always consulted and will be informed of the provision in place.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autism, are likely to have particular difficulties with social interaction.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD).

Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental coordination disorder.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

The following are not necessarily SEN but may impact on progress and attainment:

- Disability
- Attendance and Punctuality

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- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

In addition to the above, the school recognises that pupils with medical conditions should be appropriately supported to ensure full access to the curriculum. These pupils will not require SEN Support unless their medical need affects their learning.

A Graduated Approach to SEND Support (Assess – Plan – Do – Review)

Once a potential special educational need is identified, four types of action will be taken to put effective support in place: Assess – Plan – Do – Review. This is the graduated approach called SEND support. Earlier actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

- **Assess** – Once concerns have been raised indicating that a child may have or has a special educational need, the class teacher and SENCO will consider all of the information gathered from within school and from parents about the child's progress, alongside expected progress. We will involve the pupil (age appropriate) and parents to enable us to develop a good understanding of the child's areas of strength and difficulty, as well as potential next steps. Specialised assessments from outside agencies and professionals may be sought, such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, etc.
- **Plan** – All teachers and support staff who work with the pupil will be made aware of the child's needs, the specific targets and outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the child's Individual Education Plan.
- **Do** – The class teacher is normally responsible for working with the child on a daily basis. Where interventions involve group or one-to-one teaching outside the class room, the class teacher still retains responsibility for the pupil. Teachers work closely with teaching assistants and support staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENCO will continue to support the class teacher in any further assessment of the child's particular strengths/weaknesses and advising on the effective implementation of support.
- **Review** – The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed alongside assessment data by the SENCO, Head teacher and Class Teacher at each assessment checkpoint, along with the views of the pupil (age appropriate) and their parents. This will feed back into the analysis of the child's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil, and the need to involve outside agencies if this has not happened before.

Stages on the SEND Register

- **SEN Support** - Special educational needs and disabilities are met within the classroom and through targeted teaching and intervention programmes, individually or in small groups. Support from one or more outside agencies may be sought e.g. Behaviour

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Support Service, Educational Psychology Service. If the school, in agreement with parents/carers, feel that the child has exceptional needs and is not making sufficient progress despite intervention in place then they may request the Local Authority to undertake a statutory assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP).

- EHCP - Children who are classed by the Local Authority as having exceptional needs will be issued with an EHCP which outlines all of the child's special educational needs and any special educational provision necessary to meet those needs. The EHCP will have medium term objectives that the child would be expected to achieve and progress against these objectives will be reviewed annually in an Annual Review meeting.

Allocation of resources to and amongst children with SEND

The Local Authority sets the annual SEND budget for the school. Additional money may be allocated on a child's Education, Health and Care Plan in the form of hours allocated for special support. The school also prioritises additional funding to support children with SEND.

Intervention Programmes

- Nurture Groups
- Tiger Team
- Rapid Reading
- Rapid Maths
- International Dyslexic Learning
- Daily Supported Reading
- Phonics Groups
- Zones of regulation
- Ongoing targeted teaching across the school
- Power of 2 maths
- Lego Therapy

Consulting and involving pupils and parents

At St Paul's, we ensure everyone has a voice and a part in supporting a child with barriers to learning and/or SEND, including the child themselves (if possible). We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's strengths and barriers
- We consider the parent's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- That all parties have an input into the development of personalised plans and profiles such as the Individual Education Plan and One Page Profiles.
- We will formally notify parents when it is decided that a pupil will be added to the SEND register.

Assessment and Review of Children with SEND

The Executive Head Teacher, Head of School, Assistant Heads of School and SENCO monitor and discuss progress of all children with class teachers and teaching assistants at pupil progress meetings. Children with SEND are reviewed and progress discussed with reference to the class provision map as well as assessment data.

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Most children's academic progress is assessed against the National Curriculum objectives but this is not always appropriate for some SEND children so we may use early learning goals or specialist assessment tools such as the Autism Progression Framework.

In some cases, an assessment by the school's Educational Psychologist may be required and parents/carers are fully involved in this process. The Educational Psychologist will advise the school and parents/carers on how best to meet the child's needs.

All children who are on the SEND register will have SEND Support Plans (IEP's) in place, which are reviewed termly and shared with parents and the child. Looked After Children will have Personal Education Plans (PEPs) in place. PEPs will be produced in a meeting with parents/carers. All plans will include short-term outcomes, provision in place to help meet those outcomes and a space for review of those outcomes. Parents/carers are provided with copies of these plans.

All children with SEND are reviewed termly and those who have overcome their barriers to learning and are attaining levels in line with their peers will be discussed with parents/carers and if parents/carers agree, they will no longer receive SEN Support. Children with an EHCP have a formal annual review which parents/carers and all external agencies are invited to attend.

Accessing the Curriculum

St Paul's C.E. School is an inclusive school. There are children with SEND in every class, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. High quality, differentiated teaching for individual pupils is the first step in responding to pupils who have or may have SEND. The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff use a variety of teaching strategies and pupils are provided with visual supports
- Staff are aware that additional intervention support cannot compensate for a lack of good quality teaching
- Flexible employment of support staff e.g. individual or support, in class support and targeted teaching
- Variations in expectations of achievement for individual children
- Classrooms have visual timetables
- Classroom layouts are used flexibly to support SEND needs, e.g. ASD, Dyslexia, etc.
- Children with EHCPs will have a One Page Profile which outlines their personal needs and strategies to help them learn, which are available to all staff who have contact with them.

Specialist Provision and Facilities

We have disabled toilets and a welfare room in the main school. An accessibility plan is reviewed regularly to ensure that an inclusive curriculum is provided and that the school continues to strive to ensure that the physical environment is suitable for all pupils and adults who use the school.

Supporting Families

At St Paul's, we wish to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. We value the information and knowledge parents/carers can offer us about their child and notify parents/carers from the earliest stages when a concern has been identified. We encourage active participation of parents/carers by providing guidance on how learning can be supported at home. Class teachers have an open-door policy and are available at the end of the school day to discuss concerns. The SENCO and the senior leadership team are also available to deal with concerns and provide advice; however, it may be necessary

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to make an appointment.

Complaints Procedures

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher, SENCO or Head Teacher who will try to assess and resolve the situation. Formal complaints will be dealt with by the Head Teacher through the school's complaints procedure.

Arrangements for In-Service Training

The SENCO attends regular SEND conferences and SEND Coordinator partnership meetings to keep up to date with developments. Staff members are encouraged to attend SEND training where a need is identified for children in their class. Training during staff meetings is provided by the SENCO and specialist agencies e.g. Speech and Language Services, Behaviour Support Service and the Educational Psychology Service as appropriate.

Links with External Agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies will usually be contacted for a child on the SEND register. The following services are those which are most commonly consulted by the school:

- Educational Psychology Service
- Speech and Language Therapist
- Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning (SWERRL) formerly known as Behaviour Support Service (BSS)
- Child Development Team (CDT)
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Officer (EWO) for attendance and punctuality concerns
- Social Services
- Occupational Therapy Service (OT)
- LA SEN advisory service
- The Foundation Stage Support Service
- Enfield Advisory Service for Autism

Success Criteria

The SEND policy will be monitored regularly to ensure that:

- 1) The ethos of the school is reflected in the provision so that children's individual differences are recognised and valued
- 2) There are effective systems for identifying, assessing and monitoring children with SEND involving all relevant members of staff
- 3) There is close liaison with parents/carers
- 4) All plans drawn up are shared with parents/carers
- 5) There is utilisation of outside support services and agencies as appropriate
- 6) There is efficient management of record keeping for children with SEND
- 7) There is raised self-esteem of children with SEND
- 8) There is consistency of support in order to enhance continuity of learning

Useful information:

Enfield Local Authority – Local Offer – www.enfield.gov.uk/SEND

Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers – Phone: 0208 373 2700

Our Voice – A parent-led organisation seeking to improve services for children with disabilities in

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Enfield. Phone: 07516 662315; email: info@ourvoiceenfield.org.uk

Parent Support Unit – available to all families living in Enfield. Works with parents/carers of children aged 0 – 18 dealing with concerns and issues before they escalate and become a problem.

Phone: 0208 379 2002

Our policy reflects the SEND Code of Practice 0-25 Guidance and should be read in conjunction with the following:

- SEND information report
- Enfield's Local Offer
- Equal opportunities policy
- Safeguarding and child protection policy
- Behaviour policy
- Anti-bullying policy
- Intimate Care Policy
- Teaching and learning policy
- Complaints Procedures
- Data Protection
- Disability and Diversity Plan
- Disability Equality Duty Act
- Accessibility Plan
- Pupil Premium Strategy
- Mental health and Wellbeing Policy

The SENCO, Miss Belle Perrin, can be contacted by emailing the school office.

COVID-19 SEND Policy Appendix

During any lockdown we will continue to support SEND students during the pandemic in the following ways:

- Providing guidance to staff on differentiating work for SEND pupils both in school (as part of the Recovery Curriculum) and if learning remotely.
- Ensuring the availability of Belle Perrin, SENCO to school staff, children and parents to discuss and support remote learning and wellbeing of children, if needed.
- Monitoring and evaluating the support that is being put into place both as part of the Recovery Curriculum and if we return to partial or whole school remote learning.
- Regularly communicating and checking in on children identified as requiring additional support due to the effects of lockdown, the return to school, possible future lockdown or anxiety regarding the pandemic.
- Continuing to support children and parents undergoing the EHCP process whether the school is open, partially close or closed.
- Working with SEND pupils to support their transition back to school, including part-time timetables and social stories.
- The SENCO will gain advice from relevant external professionals as to the best ways of supporting children returning to school and if they have to return to remote learning during the current pandemic.

The SENCO will produce individual risk assessments for those SEND children who will find the return to school and/or the new stricter measures for hygiene, keeping a sensible distance and remaining in their class bubble, a challenge due their specific needs. This will be communicated with their parents so they can support their child.

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Reviewed by Belle Perrin	Autumn Term 2024		
Approved by:	Full Governing Body		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	Autumn Term 2025		