



*We journey together: loving learning; daring to discover  
caring for all; with Jesus as our guide.*

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# **Special Educational Needs and Disabilities (SEND) Policy**

**Summer 2019**

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St Paul's Catholic Primary School

**Special Educational Needs and Disabilities (SEND) Policy**

Responsible Committee: Curriculum & Pupil Welfare  
Approved by Governing Body:  
Review Date: Spring 2021

## 1. Policy Statement

### 1.1 Vision and Ethos:

At St. Paul's, our primary aim is for each pupil to thrive in a happy and secure environment and to be given every opportunity to maximise their full potential.

We aim to cultivate an environment in which all children flourish. Occasionally children will encounter barriers to their learning. We aim to identify any special needs as early as possible and to provide the appropriate support and resources to enable all children to participate in school life successfully. Some pupils will have special needs for a short time, whilst others will need support throughout their school life, in varying degrees. Regardless of need, our objective is to give every child at St. Paul's the opportunity to achieve their potential.

### 1.2 Mission Statement

#### Mission Statement

*We journey together: loving learning; daring to discover;  
caring for all; with Jesus as our guide.*

### 1.3 Definition of Special Educational Needs and Disabilities

*Section 20 Children and Families Act 2014* defines a child as having Special Educational Needs (SEN) if they have "a learning difficulty or disability which calls for special education provision to be made for them".

In the *SEND Code of Practice (2015)* a child is considered to have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Adopting these definitions and putting them into practice, a child with Special Educational Needs at St. Paul's Catholic Primary School is any child who requires special provision to be made for them that is in addition to what is expected of the majority of children of the same age.

#### **1.4 Key roles and responsibilities within the school:**

The SENDCo has day to day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have an Education, Health and Care plan (EHCP). Part of the role of SENDCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEND.

Duties include:

- Co-ordination of the graduated approach to the school based assessment systems, ensuring the involvement of parents, pupils and outside agencies where necessary.
- Being a focal point for SEND advice within the school; providing support to class teachers, leaders and support staff.
- Signposting and delivering relevant training in relation to SEND to all staff.
- Maintenance of the school's SEND records.
- Liaising with outside agencies/governors.
- Representing the school at SEND external meetings, reviews and conferences.

The SEND Governor, through regular meetings with the SENDCo, informs the Governing Body in relation to pupils with SEND by raising awareness of SEND issues at Governing Body meetings and providing up-to-date information on SEND provision within the school. The SEND Governor also assists in reviewing the school's policy on provision for pupils with SEND; helping to ensure parents can readily access the policy and have confidence in this provision.

Responsible for the education of all pupils, management of staff and for school policy; the Head Teacher and Governing Body hold ultimate responsibility for the implementation of the SEND Policy.

**SENDCo & SEND Leadership Team Representative:** Mr Alan Cottington [senco@stpauls-thamesditton.surrey.sch.uk](mailto:senco@stpauls-thamesditton.surrey.sch.uk)

**SEND Governor:** Mrs Monica Harding

**Head Teacher:** Mrs Olivia DeMorais

#### **1.5 How the policy was developed**

This policy complies with the statutory requirement laid out in the *SEND Code of Practice 0-25 (January 2015)* and has been written with reference to the following related guidance and documents. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- *The Equality Act (2010) and Schools departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014), The School Information (England) (Amendment) Regulations (2012 and 2016) Statutory Guidance on Supporting Pupils at school with medical conditions (December 2015)*
- *The National Curriculum in England Key Stage 1 & 2 framework (Sept 2013 updated July 2014)*
- *Teachers Standards 2012 (updated June 2013)*
- St. Paul's Safeguarding policy
- St. Paul's Accessibility plan
- St. Paul's Behaviour and Discipline Policy

## 1.6 How the policy can be accessed

- The school website  
[http://stpauls-thamesditton.surrey.sch.uk/application/files/2715/1333/7038/Special\\_Educational\\_Needs\\_Policy\\_2017.pdf](http://stpauls-thamesditton.surrey.sch.uk/application/files/2715/1333/7038/Special_Educational_Needs_Policy_2017.pdf)
- Requesting a hard copy at the school office
- Please let us know if you need this to be made available to you in a different format.

## 1.7 Aims and Objectives

- Through rapid and early detection of SEND, our overriding aim is to support all children in having the opportunity to reach their full potential; academically, socially and emotionally
- To ensure equality of access to the curriculum for all children with SEND
- To ensure challenging targets are set and met in order to 'close the gap' in attainment.
- To ensure that communication and engagement with all parties - school, children, parents and guardians – is effective ensuring all are fully informed

## 2. Identification and Assessment of Pupils with Special Educational Needs

### 2.1 Identification of Needs

Class teachers make regular assessments of progress for all pupils in order to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close or widens the attainment gap between the child and their peers

At St. Paul's, we identify the needs of each pupil by considering the wider needs of the whole child. This includes progress in areas other than academic attainment; for instance where a pupil has social, emotional or mental health needs.

These needs are classified into 4 groups, defined below in the *Special Educational Needs and Disabilities Code of Practice: 0-25, January 2015*:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### **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. The profile for every child with SLCN is different, and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **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; profound and multiple learning difficulties (PMLD), where children are

likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### ***Social, Emotional and Mental Health***

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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder (AD).

We adhere to The DfE non-statutory guidance for school staff; *Mental Health and Behaviour in school's* (November 2018) when supporting children with mental health needs in school.

### ***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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Whilst the *Special Educational Needs and Disabilities Code of Practice: 0-25, January 2015* focuses on children under-achieving in these areas, at St. Paul's, we identify and recognise that a child may need specialist educational provision put in place for them due to an over achievement under any of the above headings.

## **2.2 Process for identifying whether a child has SEND**

Please refer to *SEND Support Arrangements Process: The Graduated Response* (appendix i)

Initially interventions and targets will be class-based in consultation with the class teacher, parent(s), guardian(s) and, where appropriate, the child. These will be recorded in the *First Response: Assess → Plan → Do → Review document* (appendix ii) implemented and reviewed within six school weeks.

Should these interventions not be successful, a referral to the SENDCo by the class teacher will be made.

At this stage, some further assessments may well be carried out. The class teacher and SENDCo will consider all information gathered to include;

- ✓ Observations
- ✓ Formative assessments (assessment that is ongoing throughout the learning process).

- ✓ Summative assessments (assessment at the end of the learning intention, for example, end of key stage assessments or end of unit tests).
- ✓ The pupils starting point
- ✓ Progress made
- ✓ Age comparative
- ✓ National comparative

This information will be used to assess if the child's needs can be met within standard classroom differentiation or if additional support is required as set out in the criteria of the *Surrey Profiles of Need (Appendix IV)*

The outcome of this analysis will be shared with parents at a review meeting, where next steps will be planned and a review date set.

If additional support is required, working with the parents and child, these details will be recorded in the *SEND Support Arrangements* document (appendix iii). The child will then be added to the *Special Educational Needs Register*; written confirmation to parents will be sent to confirm this.

We encourage parents with any concerns regarding their child in relation to SEND to please speak directly to the class teacher in the first instance who will be able to advise.

### 3. SEND Provision

#### 3.1 What we mean by additional SEND support

SEND support can take many forms; including, but not limited to:

- A special learning programme for your child
- Extra help from a teacher or a learning support assistant
- Making or changing materials and equipment
- Working with your child in a small group
- Observing your child in class or at break and keeping records
- Helping your child to take part in class activities
- Making sure that your child has understood things by encouraging them to ask questions
- Helping other children to work with your child, or play with them at break time
- Supporting your child with physical or personal care difficulties

For further information about how we can support your child please see:

[www.stpauls-thamesditton.surrey.sch.uk/application/files/2514/5795/0691/Special Educational Needs - Wave 1 2 and 3 Provision.pdf](http://www.stpauls-thamesditton.surrey.sch.uk/application/files/2514/5795/0691/Special_Educational_Needs_-_Wave_1_2_and_3_Provision.pdf)

#### 3.2 Managing the needs of pupils on the SEND register

Under the direction of the Head Teacher, Your child's class teacher is responsible for ensuring that every child in their care has their academic, spiritual and emotional needs met.

All children are continually assessed by all the professionals they work with, within the guidelines for assessment as stipulated in the Curriculum, Learning and Assessment policy;

Assessment which:

- is pertinent to moving the children's learning forward
- identifies success as well as developmental next steps
- is a balanced combination of self and peer assessment as well as teacher review
- can provide useful information for parents and partner professionals

- Incorporates a range of assessment techniques; both formative and summative for formal (test/exams) and informal (learning reviews) uses.
- is recorded in a beneficial manner that aids monitoring from other teachers and subject leaders

This assessment, in conjunction with parental dialogue and feedback, allows us to gauge whether or not the interventions in place are having the required impact.

In addition, the impact of all interventions on children’s social and emotional development must be taken into consideration and planned for accordingly.

The following systems detail how individual needs are reviewed and assessed over the period of an academic year. They are in addition to the high level of observation and assessment of the child within the classroom by the class teacher, year group leader and leadership team.

Termly target-setting SEND Support Arrangements meeting with child, parent/guardian and class teacher
Weekly SENDCo ‘walk round’ observations
SENDCo-focussed observations
Tracking of data using <i>Target Tracker</i> and the SEND provision map
Monthly SENDCo attendance at Leadership Team Meetings
Observation and planning of SEND-specific groups
Termly SEND support arrangements review meeting
Transition planning meeting (Summer Term)

All of these techniques are used to establish the effectiveness of interventions in place. When an intervention is not having the necessary impact, we refer back to the *SEND Support Arrangements Process – the graduated response (appendix i)*

### 3.3 Special Educational Needs and St. Paul’s Behaviour and Discipline Policy

The St. Paul’s Behaviour and Discipline Policy acknowledges that some children; particularly those with Social, Emotional and Mental Health needs, may require specific support and an individualised approach to the Behaviour and Discipline Policy in terms of the application of rewards and sanctions. In such instances the SENDCo, working in partnership with the child, parents, guardians and class teacher, may develop an individual behaviour plan, modify the criteria for awards and sanctions or involve professional agencies, for example, Specialist Teachers for Behaviour Support, in order to cater for individual need.

### 3.4 Supporting parents and carers

Should you have any concerns or questions please do speak with your class teacher initially and then the SENDCo at [senco@stpauls-thamesditton.surrey.sch.uk](mailto:senco@stpauls-thamesditton.surrey.sch.uk).

Further information and support can be obtained on the St. Paul’s website: [http://www.stpauls-thamesditton.surrey.sch.uk/documents/SEN\\_14Questions.pdf](http://www.stpauls-thamesditton.surrey.sch.uk/documents/SEN_14Questions.pdf)

The organisation ‘Surrey SEND Information, Advice and Support Service’ can offer independent support and advice; <http://www.sendadvice.surrey.org.uk>

### **3.5 Resolving disagreements**

Effective provision for children with SEND requires dialogue and agreement between the school, child and their parents. In the event of disagreement between school and parents/guardians, the guidance set out in the *SEND Code of Practice (2015) Chapter 11 'Resolving Disagreements'* will be followed in order to resolve the dispute.

### **3.6 Storing and Managing Information**

All data is held in line with our Data Protection policy which can be found here;

[http://www.stpauls-thamesditton.surrey.sch.uk/application/files/7415/4279/1719/Data\\_Protection\\_policy\\_2018.pdf](http://www.stpauls-thamesditton.surrey.sch.uk/application/files/7415/4279/1719/Data_Protection_policy_2018.pdf)

### **3.7 Reviewing the SEN Policy**

In-line with all school policies the SEND policy will be kept under regular review by the SENDCo. The policy will next be reviewed in Sumer Term 2021, earlier if legislation or guidance changes

### **3.8 Acronyms**

ASD – Autistic Spectrum Disorder

DfE – Department for Education

EHCP – Education and Health Care Plan

HI – Hearing Impairment

MLD – Moderate Learning Difficulties

MSI – Multi Sensory Impairment

PD - Physical Disability

PMLD – Profound and Multiple Learning Difficulties

SEMH – Social, Emotional and Mental Health Needs

SENDCo – Special Educational Needs and Disabilities Co-ordinator

SEND – Special Educational Needs and Disability

SEN – Special Educational Needs

SLCN – Speech, Language and Communication Needs

SLD – Severe Learning Difficulties

SpLD – Specific Learning Difficulties

VI – Visual Impairment