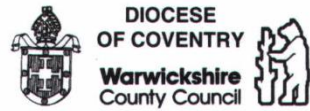


St Pauls Church of England
Primary School
Leamington Spa



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Aims and Objectives

At St. Paul's Primary School we aim to provide the best education we can for all our pupils in a happy, nurturing and inclusive environment. We aim to provide a curriculum that is stimulating and challenging. Success is achieved in close partnership with pupils, parents, carers and other members of the community. We continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school is given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability.

In our school we provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'SEND' according to national guidelines.

SEND aims of the School

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that all children have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To create an environment that meets the special educational needs of each child.
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.

- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

Definition of Special Educational Needs

St. Paul's CofE Primary School values the abilities and the achievements of all its pupils and is committed to providing the best possible environment for learning for each pupil. Our SEND policy reinforces our commitment to inclusion and the entitlement of all our pupils to a balanced, broad curriculum. Our SEND policy reflects the need for teaching that is fully inclusive.

A child has special educational needs if he or she has learning or physical difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- A) Has a significantly greater difficulty in learning than the majority of children of the same age.
- B) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.
- C) Is under compulsory school age, and falls within the definition at (A) or (B) above or would do so if special educational provision was not made for the child.

Special educational provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age.

St. Paul's CofE Primary School will have due regard for the Special Needs Code of Practice (2014) when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child. The school will ensure that appropriate provision will be made for all pupils with SEND. This includes addressing the four main areas of special needs.

- (1) Communication and interaction.
- (2) Cognition and learning.
- (3) Behaviour, emotional and social development.
- (4) Sensory and/or physical needs.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Roles and Responsibilities

All school staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. All staff are aware of their responsibilities towards pupils with SEND. A positive and sensitive attitude is shown towards those pupils.

The school's Special Educational Needs Co-ordinator (SENCO) is Mrs Maura Burke

Roles and responsibilities with regard to SEND are designated in the following way:

Headteacher

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, including SENCO, support services, parents and pupils.
- To report to Governors on the needs of the children with SEND in their care.
- To delegate the organisation of review meetings to the SENCO.
- To ensure that the needs of children with SEND are met within the school.
- To ensure the progress of children with SEND is accurate, recorded and reviewed

SENCO

- To oversee the day to day operation of the school's SEND policy.
- To co-ordinate the provision for children with SEND.
- To advise on the graduated approach to providing SEND support.
- To liaise with pupils and parents of children with SEND.
- To monitor the needs of children with SEND.
- To organise annual and termly reviews.
- To ensure Individual Education Plans (IEPs) are written and reviewed as required.
- To ensure that the provision for pupils with SEND is mapped by class teachers.
- To ensure that the impact of SEND interventions is assessed for each pupil and ensure that the school keeps up to date records of all pupils with SEND.
- To give advice on the level of support and appropriate resources and strategies to support learning.
- To ensure that the school's SEND register and intervention timetables are updated regularly.
- To ensure a smooth transition is planned between different schools by liaising with staff.
- To liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- To report to Governors.
- To lead INSET on Special Educational Needs and Disability training in school as appropriate.
- To keep own knowledge updated by reading, researching and attending training on SEND and appropriate related external courses.
- To lead the annual review of the Special Educational Need and Disability Policy.

Class Teachers

- To identify children with SEND in their class.
- To know which children in their class are on the SEND register and at what stage.
- To maintain a SEND file for their class reflecting this information for each individual child and copies of all relevant reports and IEPs.
- To write and monitor IEPs for pupils as required.
- To ensure that these IEP's are reviewed with parents (and child if appropriate) each term.
- To provide a detailed record of the IEP targets and the strategies adopted and their relative success for each child with special needs.
- To ensure Teaching Assistants are supporting children in their class as directed.
- To plan interventions to meet children's needs alongside teaching assistants and the SENCO.

- To map intervention termly for their year group
- To ensure that the Head teacher and other colleagues are aware of children's needs.
- To provide differentiated learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and training courses.
- To keep a record of progress made for all children with SEND in their class

Teaching Assistants; under the guidance of the class teacher:

- Carry out activities and learning programmes planned by the class teacher and the SENCO.
- To keep records of this work as requested.
- To record pupils' attendance and progress within interventions.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and training courses where appropriate.
- To be fully aware of the school's Special Educational Needs and Disability Policy

Governors

- A named Governor to have responsibility to the implementation of the SEND policy.
The school's Special Educational Needs Governor is Mr Pete Wallis
- To work with the SENCo and Head teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- To be fully involved in developing and monitoring the Special Educational Needs and Disability policy.
- To have up to date knowledge about the school's Special Educational Needs and Disability Policy including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that Special Educational Needs and Disability provision is an integral part of the School Improvement Plan.
- To ensure that financial resources are available to carry out the Special Educational Needs and Disability policy.
- To ensure the quality of Special Educational Needs and Disability provision is continually monitored.
- To ensure the Special Educational Needs and Disability policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head teacher, SENCO and staff.

Role of parents and pupils

Much effort is taken to promote close and constant collaboration with parents of pupils with special educational needs. The insights and experiences of parents are essential in helping school understand and plan for their children's needs. Parents are always invited to be involved in the writing and review of individual education plans, where targets are agreed together. Parents are encouraged to take an active part in assisting their child, both by helping at home and by keeping school up-to-date on progress made.

It is also our aim to involve pupils as much as possible when setting targets and reviewing progress made towards these identified targets; this is dependent upon age and maturity of the child. Through the involvement in their own provision, we aim to give pupils a sense of

achievement, high self-esteem and a determination to reach their full potential. Their support is crucial to the success of educational programmes.

Identification, Assessment and Provision

At St. Paul's Primary School we have adopted a whole-school approach to SEND policy and practice. Teacher observation and assessment, class screening, monitoring and parental concerns are all vital in the identification of particular needs. Initial concerns are raised by staff members with the SENCo. Issues are addressed and regular monitoring takes place and either the child's needs are provided for by teacher intervention or the child progresses through to SEN support, at which point they will be added to the school's SEN register.

- Early identification is vital and the school uses a gradual response. The class teacher makes an initial identification and informs the SENCO and the parents at the earliest possible opportunity to share concerns and to enlist their active support and participation.
- The class teacher collates evidence (work sample, test results, progress indicators for literacy, mathematics, independent learning and behaviour etc) and if a lack of progress is evident, records their concerns. The SENCO together with the class teacher and parents will decide whether it is appropriate to place the child on the SEN register and in which area of concern.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Those pupils that have an Educational Healthcare Plan (EHCP) or statement have an annual progress monitoring meeting in the form of an annual review.

Individual Education Plans

The majority of children at SEN Support and all those with EHCPs will have Individual Education Plans setting out targets and any provision made that is additional to or different from usual classroom provision. For pupils with EHCPs, provision will meet the recommendations outlined in the plan.

Strategies for pupils' progress will be recorded in an IEP containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed with the pupil and the parent.

Reviewing an IEP:

IEPs will be reviewed on at least a termly basis, but the intention is that the IEP is updated as soon as the child has met a target. The views of parents and pupils will be sought during the review process.

SEND Support

The school adopts the levels of intervention as described in the SEND Code of Practice (2014). The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through SEND support as described below.

Once a pupil has been recognised as having additional needs, school staff may organise further internal or external assessment, additional or different teaching materials or a different way of teaching and it might sometimes, but not always, be appropriate to provide additional adult support.

The SENCO and the class teacher will work closely to produce an Individual Education Plan (IEP) outlining specific, measurable targets and strategies to support them. The child's progress will be carefully monitored and the IEP will be reviewed at least termly.

SEND support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEND support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have Sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

External Agency Support

A child may be referred to an external agency if they:

- Continue to make little or no progress in specific areas over a long period.
- Continue working on National Curriculum objectives substantially below that expected of children of a similar age.
- Continue to have difficulty in developing literacy and mathematical skills.
- Have social, emotional or mental health difficulty, which substantially and regularly hinders the child's learning.
- Have sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.

- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Have made little or no progress despite interventions put in place.

External support services will advise on targets for a new IEP/Annual review of an EHCP and provide specialist input to support school staff.

Agencies may include: Specialist Teacher Service, Educational Psychologist, Speech and Language Therapist, CAHMS, IDS, Occupational Therapist, Physiotherapist etc.

Parental consent is sought before any external agencies are involved.

Statutory Assessment – Education, Health and Care Plan (EHCP)

If a child's needs cannot be met though the SEND support work, the school may consider the need for a statutory assessment to the Local Authority (LA). The LA will need information about the child's progress over time and will also require documentation in relation to the child's special educational needs and any action taken to deal with those needs including any resources or special arrangements put in place. The school will provide this evidence in liaison with other agencies when appropriate. Information will include IEPs, records of regular reviews and their outcomes, assessments from other agencies and the view of the parents of the child.

Statutory assessment involves the consideration by the LA, working cooperatively with parents, the school and other agencies as to whether a statutory assessment of the children's special educational need is necessary.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the pupil's progress remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The interventions
- Current and past IEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as specialist teachers and educational psychologists
- The views of parents
- The views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Health and Care Plans

Following a referral to the local authority, along with all the supporting evidence necessary, the LA may decide to make and implement an Education, Health and Care plan setting out the child's needs in detail and the special educational provision to be made for them. The school has a

significant role to play in this application, however the voice of both the child and the parents are crucial.

Annual Reviews

SENCOs have a vital part to play in the review of Education, Health and Care plans (EHCPs), which must be carried out at least every 12 months (the annual review) to check the pupil's progress and the plan's continuing relevance. The SENCO must seek advice from interested parties, arrange the annual review meeting and submit a subsequent report on the meeting to the LA and to everyone concerned in the review. The view of the young person should be sought and they should be invited to the annual review meeting, where appropriate.

The annual review should aim to:

- Assess the pupil's progress towards meeting the objective specified in the statement / EHCP and to collate and record information in planning support for the pupil.
- Assess the pupil's progress towards meeting the targets set in the previous review.
- Review the special provision made for the pupil, including the appropriateness of any special equipment provided.
- Consider the continuing appropriateness of the statement in the light of the pupil's performance during the previous year, and any additional special educational needs which may have become apparent in that time, and thus to consider whether to cease to maintain the statement or whether to make any amendments.
- Set new targets for the coming year, if the statement / EHCP is to be maintained.

At Key Stage Phase Transition Reviews receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of Practice, the SENCO will complete the annual review form and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Partnership with Parents

At all stages of the special needs process the school keeps parents fully informed and involved. Regular meetings are held to share the progress of the children with the parents and take account of their wishes, feelings and knowledge at all stages.

We encourage parents to make an active contribution to their child's education through:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.

- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.

Partnership with Pupils

Whenever appropriate from an early age children are encouraged to be actively involved in setting targets for their IEPs and reviewing their performance. We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2014). We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning (*self-assessment and self-evaluation, Assessment for Learning*)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

Secondary Transition Arrangements

Links with secondary schools are developed from Year 5 onwards and additional support is provided by the most appropriate outside agency according to the specific needs of individual children. The secondary school SENCO is invited to the final review meeting of the year to meet with the child and parents to share information and any concerns. Additionally, teaching assistants at St. Paul's CofE Primary School work with the pupils in supporting every child to make a smooth transition to secondary school.

Adopted by the Governing Body: **October 2025**

Updated: October 2025

Date of next review: October 2026