



# St. Paulinus Catholic Primary School



"Inspiring all to live, learn and love in the light of Jesus."

(I am the light of the world; whoever follows me will never walk in darkness but will have the light of life." *cf* John 8:12)

## SEND Policy 'Special Education Needs & Disabilities'

### Version control

Version number	Date	Revisions made	By who?	Approval date
V1	6.10.20	Updated to new format	J Cooper	

Temple Road, Dewsbury, West Yorkshire, WF13 3QE

*'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.'* Ofsted 2017

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**SEND Policy**  
**'Special Education Needs & Disabilities'**

**Mission Statement**

"Inspiring all to live, learn and love in the light of Jesus"

The Governors and Staff of St. Paulinus Primary School, Dewsbury commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for every child in the school, according to their needs and affirming their achievements.

**1. Introduction:**

At St Paulinus Catholic Primary school we welcome everybody into our community. We aim to provide a fully inclusive environment where all children are valued and offered the best education possible, regardless of race, age, gender, disability or ability. We have a whole school approach towards special educational needs and disability (SEND) policy and practice in which every teacher is a teacher of all children, including those with special educational needs and disability (SEND).

We believe that every child is special and has different needs. We aim to meet these needs effectively by offering a broad and balanced curriculum and, as far as practically possible, teach children in mainstream classes under the National Curriculum. Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop their individual targets where appropriate and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

At St. Paulinus, we believe that a partnership with parents and external agencies plays a key role in enabling children with SEND to achieve their full potential by fostering a safe, caring and stimulating environment which supports children with SEND to:

- achieve their potential
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

This policy complies with the statutory requirements in the SEND Code of Practice (2014) and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy



In accordance with the overarching principle of the SEND Code of Practice 2014, this policy has been developed and shared with:

- Staff
- SENDCo (Mrs Jo Cooper), National SENCO Award 2019
- Governing Body
- SEND Governor – Mrs Mary Mochrie
- Parents and families

## **2. Contacts:**

The Special Needs Coordinator (SENCOs) is Mrs Joanne Cooper. She is a member of the Senior Leadership Team in school and holds the National SENCO Award.

Mrs Cooper can be contacted through the following channels:

Email: [office@stpaulinus.org](mailto:office@stpaulinus.org)

Phone: 01924 488282

## **3. Long Term Aim of this Policy**

The purpose of St Paulinus' approach to Special Educational Needs is:

- To work within the guidance laid down in the SEND Code of Practice 2014.
- To identify and put in place appropriate provision for pupils who have SEND and additional needs.
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs (Assess, plan, do, review model)
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
- To provide an appropriately qualified and experienced SENCO in post who can ensure that the SEN Policy is put into practice.
- To provide support and advice for all staff working with SEND pupils.



#### **4. Identification of SEND**

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. At St Paulinus, we are committed to the early identification of SEN and recognise the four broad categories of need detailed within the SEND Code of Practice 2014. The Code specifies these areas of need as:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties (includes ongoing, persistent behaviour issues)
- Sensory and / or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

The purpose of identification is to work out what action we need to take to ensure the needs of all pupils are met, not to fit a pupil into a category.

High quality teaching, differentiated for individual pupils, is the first step in responding to all pupils, including those who may have SEN. We are committed to the belief that additional intervention and support cannot compensate for a lack of good quality teaching and we therefore regularly review the quality of teaching for all pupils, including those with SEN.

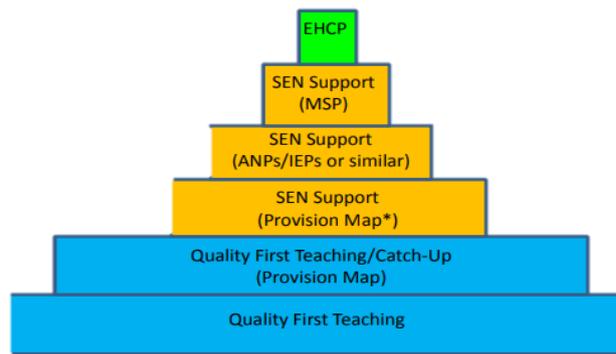
This policy works alongside our school SEN information (SEN Report) which outlines:

- The identification and assessment of SEN
- Our graduated, whole school approach to SEN support
- Interventions and work with external agencies
- Statutory assessment / Referral for an Education, Health and Care Plan (EHCP)
- Management and monitoring of pupils on the SEN register.

The SEND Report can be found at [www.stpaulinuscps.org.uk](http://www.stpaulinuscps.org.uk)

#### **5. A Graduated, Whole School Approach to SEN Support**

In order to help children with special educational needs, St. Paulinus will adopt a graduated response in line with the Code of Practice.



High quality teaching, differentiated for individual pupils, is the first step in responding to all pupils, including those who may have SEN. At St Paulinus, we recognise that at times this may not be enough to secure the best possible outcomes for some children and we are committed to identifying and supporting need at the earliest stage possible. Through quality first teaching, class teachers will plan appropriately differentiated work and 'catch up/booster' sessions for those children who need it using the Quality First Toolkit provided to them.

Each term interventions are mapped out on a class provision map. These are evaluated and reviewed at least termly by class teachers and support staff. Progress data is analysed termly and pupil progress meetings take place between the Class teacher and the Senior Leadership Team. Underachievement is identified and action to address this is planned in through the Provision Map.

If school feels that initial additional support has no or little impact school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN Support. Children identified as not making adequate progress may need an APDR (Assess, Plan, Do, Review) plan or if their needs are more significant, a My Support Plan. These will be reviewed at least termly by parents, teachers and SENDCo. The possible barriers to progress may also be brought to an Additional Needs Partnership meeting, with parental permission, which will involve input from an Educational Psychologist. The school's SENDCo will attend this meeting half termly.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that a child is not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

## **6. School Request for Education Health and Care Plans**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. In order to request



an assessment a child MUST have an on-going Support Plan in place at the time of requesting assessment.

The evidence will include:

- At least 2 reviewed support plans (termly)
- Previous individual education plans / APDR profiles.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Record of the child's outcomes per year group for literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents/child.

### **7. The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the APDR / Additional Needs Plan or Support Plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a significant period.
- Continues working below age expected outcomes
- Continues to have difficulty in developing English and Mathematical skills.
- Has emotional difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

### **8. Supporting Pupils and Families**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and



their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child’s education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENDCo through a school e-mail address ([office@stpaulinus.org](mailto:office@stpaulinus.org)).

Support and advice from the Local Authority can also be found on the LA Local Offer website at <https://www.kirkleeslocaloffer.org.uk>. We also work closely with Kirklees Information and Advice Service (KIAS – formerly Parent Partnership) and direct parents this service if needed.

### 9. Supporting pupils with Medical Conditions

At St Paulinus, we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case, we will comply with our duties under the Equality Act 2010. Some pupils may also have SEN and an Education, Health and Care Plan (EHCP). If this is the case, the SEND Code of Practice (2014) is followed. Access to the curriculum for pupils with medical conditions is assessed on a case by case basis.

Please see the Medical Policy for further detail.

### 10. Monitoring and Evaluation of SEND

We regularly and carefully monitor the quality and impact of provision for pupils with SEND. Our monitoring and evaluation cycle is embedded into school practice and monitoring activities (lesson observations, intervention trackers, pupil and parent questionnaires) are planned in our whole school monitoring schedule.

#### a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools’ block formula allocation. It is the responsibility of each school to ensure that they have a ‘notional budget’ which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

<b>Element 1</b> <b>Core Educational Funding</b>	<b>Mainstream per pupil funding (AWPU)</b>
<b>Element 2</b> <b>Schools Block Funding</b>	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
<b>Element 3</b> <b>High Needs Top Up</b>	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.



The level of top up funding for each pupil is allocated at four levels (a, b, c, or d) depending on the type and level of need of each pupil.

**b) Training:**

The concrete resources for pupils and training for staff is reviewed regularly in order to maintain the high quality of teaching and provision within school. Specialist provision and training is provided when appropriate. The SENDCo regularly attends training and has opportunities to attend termly LA SENCO Network meetings in order to keep up to date with local and national updates in SEND. St Paulinus is also part of a pyramid Additional Needs Partnership (ANP) which is a solution focussed collaborative approach to meeting the needs of children with SEN in individual schools. The ANP meets half termly and is led by an Educational Psychologist from the LA. An induction process is in place for all teachers and support staff and this includes a meeting with the SENDCo to explain the systems and structures in place to support the needs of individual children with SEND.

**11. Roles and Responsibilities**

The SEND Governor is Mrs Mary Mochrie. She meets with the SENDCo at least termly and is updated on a half termly basis, through a SEND report from the SENDCo, on the progress of pupils/students with SEN

The Designated Teacher for Safeguarding is Miss Sophie Hayes

The member of staff responsible for Looked After Children is Mrs Jo Cooper

**12. Storage and Communication of Information**

Information collected about a child's special educational needs will be kept confidential unless to do so would put the child at significant risk of harm. Information will be shared with professionals with the prior knowledge and agreement of the child's parents, Headteacher or SENDCo. Each class has an 'Additional Needs Folder' which is kept in a lockable cupboard. This contains information about children on the SEN register, Pupil Profiles, My Support Plans, EHCPs, external agency reports, specialist assessments, school nurse information and class provision maps.

The class Additional Needs Folder will be kept up to date and passed on to the next teacher. When a child with special educational needs leaves St Paulinus to attend another school, records will be passed on and relevant information communicated to the receiving school. Careful and individualised transition programmes will be put into place to ensure the child's next school is clear on the child's needs and provision in place.

**13. Reviewing the Policy**

We will review this Policy annually, or in the light of any new changes to legislation.

**14. Accessibility- Statutory Responsibilities**

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.



**15. Dealing with Complaints**

All complaints need to be addressed to the Headteacher.

**16. Bullying**

The Department for Education Guidance is that the school's accessibility plan should be reviewed every three years. At the point of review, barriers are identified and plans put in place to remove them.