



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

### **General statement**

It is the school's philosophy that learning knows no limits and our policy is built upon this belief. We believe that all children have a right to a full and rounded education which will enable them to achieve their full potential. Alongside this, we provide appropriate intervention and support for children who have needs which are 'additional to and different from' that provided within the differentiated curriculum.

### **Aims**

We at St Paul's CE Primary school are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement we believe every child matters.

We aim through excellent teaching and our Christian ethos, to enable all our children to:

- Be happy, healthy and feel secure.
- Be independent, self-confident and eager to learn.
- Be considerate, compassionate and value each other.
- Be enabled to use their skills to achieve their aspirations for the future.

We aim to

- Provide for and facilitate the learning needs of all pupils through a full and balanced curriculum appropriate to their needs.
- Identify pupils who are having significant ongoing difficulties in learning.
- Provide specific and meaningful learning objectives for all pupils
- Encourage self-esteem and self-worth by celebrating success
- Ensure all staff are informed about pupils with special education needs
- Enlist the partnership of parents and pupils in addressing individuals learning needs taking into account their views
- Provide for the development of staff expertise through training and the dissemination of information
- Work within the guidance provided in the SEND Code of Practice 2014
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- Provide a Special Educational Needs Coordinator (SENDCo) who will work with the SEN Inclusion policy

### **Definition and Types of SEN**

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for her or him.

A child has a learning difficulty if he or she:

Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.



In addition, we identify special educational needs within the context of the usual differentiated curriculum within the school.

SEND are split into four areas as defined in the Special Educational Needs and Disabilities Code of Practice (2014). These areas are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

We recognise that some of our children have SEND in one area, where as some of our children have needs in a number of the defined areas.

This SEND Policy details how we will ensure that the necessary provision is made for any child who has SEND and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those children with SEND, allowing all children to access the curriculum at their own level and participate in school activities. Children with specific disabilities will have a care plan produced, in partnership with parents/ carers, to ensure they are safe at all times.

### Definition of Special Educational Needs and Disabilities

#### The SEND Code of Practice (2014) states that:

*“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 him or her. 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 facilities of a kind generally provided for others of the same age in mainstream schools.”*

For these children we will provide educational provision, that is different from or additional to that made generally for other children of the same age is required.

#### The Equality Act (2010) states that:

*“A child is defined as having a disability when 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. For these children we will make reasonable adjustments, including making our best endeavours to provide auxiliary aids and services, to ensure that our disabled children are not at a substantial disadvantage compared with their peers.”*

### Identification of SEND

We aim to identify SEND at the earliest possible point and we will routinely and quickly put appropriate support into place. Provision for children with SEND is a matter for the whole school. The Governing Body, the Senior Leadership Team, particularly the SENCO, the class teachers and all other members of staff have important day-to-day responsibilities.



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The school will assess all children's levels of attainment on entry in order to ensure that they build on the patterns of learning and the experiences already established during the child's pre-school years. If the child already has an identified SEND, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

All new children to the school will be assessed and monitored in line with the school assessment policy. Information from previous settings is always sought to ensure effective provision is delivered.

As children move up through the school, the teacher is charged with the responsibility of sharing any developing concerns that they may have about the needs of a child within their class. This is done both verbally to the SENCO and in writing (CPOMS). The key test of the need for action, following this report by the class teacher, is that current rates of progress are inadequate due to SEND and not under achievement.

Adequate progress can be identified as progress which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour and levels of engagement.

Children's progress is monitored very closely. All children's progress is summatively assessed three times a year and formative assessment in maths are every half term. The results of these assessments are discussed with all staff involved with the child at termly child progress meetings. This is another opportunity for children who have developing needs to be identified and for support and interventions to be put in place. Such children would be added, in consultation with parents, to the concerns level of the register.

Specific SEND are also identified through screening processes. Reception children have their Speech, Language and Communication abilities assessed, using Test of Abstract Language Comprehension (TALC), and children with specific needs in this area are identified and supported through targeted Speech and Language intervention. Children in Year 3 are screened for dyslexic tendencies, those identified are supported, where necessary, through intervention and are closely monitored. School liaises regularly with Salford's dyslexia specialist at the Learning Support Service and seeks advice for children, where necessary, who are identified as having dyslexic tendencies and whose needs are not being met within school intervention.

## Quality First Teaching



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At St Paul's CE Primary School we ensure all of our children receive quality first teaching within the classroom in order to best meet their needs. This is observed through the rigorous monitoring and evaluation of provision and appropriate support is provide where necessary.

If a child presents with any concerns, despite receiving quality first teaching, their concerns are discussed by the class teacher with the SENDCO. The child would then be added to the concerns section of the SEND register and the nature of the concerns are shared and discussed with their parents/ carers. Intervention and/ or support is put into place and these children are monitored closely by their class teacher and the SENDCO for 6 - 12 weeks.

### **A Graduated Approach to SEN Support**

At St Paul's CE Primary School, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- Highly focused lessons with concise objectives
- High demands of pupil involvement and engagement in their learning
- High level of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- A high amount of collaborative learning to allow for peer learning and sharing of ideas
- An expectation that pupils will accept responsibility for their own learning and work
- Regular use of encouragement and praise to engage and motivate pupils

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND, additional intervention and support cannot compensate for a lack of high quality first teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the senior leadership team and the SENDCo, should make regular assessments of progress for all pupils. These should seek to identify pupils 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 the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness. Children are assessed in a variety of ways throughout school. This means we are able to monitor progress and screen for difficulties. These are listed below.

1. Baseline Assessment in EYFS
2. End of EYFS scores



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3. Optional and statutory SAT test scores
4. Other summative assessments such as PIXL
5. Speech and Language assessments e.g TALC
6. Pupil Tracking records and teacher assessment three times a year.
7. Dyslexia screening tool
8. Records from other schools
9. Tests administered by or recommended by outside agencies.

This can also include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make successful transition to adult life or to access the curriculum appropriately.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. The SEN support should take the form of a four – part cycle through which earlier decisions and 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. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN children and young people.

### Identification, Assessment and Review

The code of practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. A meeting with the SENDCo is arranged to discuss how to arrange, provide and monitor support given to the pupil. Reviews of pupils on the SEND register take place at a minimum of three times a year. For pupils with Education, Health and Care plans, an annual review meeting has to be held in addition to this. Pupils files are used to record additional provision for pupils on the SEND register.

### English as an Additional Language

The identification and assessment of SEND children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether their difficulties are due to limitations in their command of English or SEND. Assessments are conducted by our HTLA for EAL children and from the Ethnic Minority and Traveller Achievement Service (EMTAS) as requested, these assessments are considered when deciding if a child has SEND or whether they have language needs. We have an experienced HLTA who then provides support for all children who are learning to acquire the English language and support them to be able to access the curriculum independently. Throughout this process, parents will be consulted and involved at all stages.

### Assess

In identifying a child as needing SEN support the SENDCo, working with the class teacher and/or teaching assistant, should carry out a clear analysis of the pupils needs. This should draw on teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and if relevant, advice from external support services. St



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Paul's takes seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. As part of this information gathering process the school can use checklists found on the Salford government website, on the learning support page.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them (if applicable and the parents agree).

#### **Plan**

Where it is decided to provide a pupil with SEN support, the teacher and the SENDCo should agree on the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupils, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Parents should be notified of the support provided and where appropriate plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

#### **Do**

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class, they should still retain responsibility for the pupil. The SENDCo should work closely with any teaching assistants involved and the class teacher, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

#### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents when possible. This should feed back into the analysis of the pupil's needs. The SENDCo, working with the class teacher should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes.

Where a pupil has an Education Health and Care Plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher, Senior Leadership Team and SENDCo.
- Analysis of pupil tracking data
- School self – evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal
- Monitoring of procedures and practice by the SEND governor



### Interventions

The SENCO, in collaboration with all adults involved, will decide upon the action needed to help the child progress in the light of earlier assessments. Intervention takes place in a variety of formats, dependent upon the needs of the child but may include:

- Participation in targeted, structured intervention groups with a teaching assistant or specialist teacher.
- Resources or tools to aid learning.
- Targeted adult support in lessons.
- 1:1 structured interventions with either a specialist teacher or teaching assistant.
- The delivery of external agency programmes, such as Speech and Language and Physiotherapy programmes.
- Aids and equipment recommended by specialists.
- The implementation of specialist recommendations.

All interventions are evaluated each half term in collaboration with all adults involved. The SENCOs lead on interventions and produce TA timetables outlining and monitoring the provision of children with SEND.

If progress continues to be inadequate then the child will be added, with parental permission, to the SEND register and will have their needs supported through an Individual Education Plan or for children in Early Years, an Individual Play Plan.

Reasons for a child being added to the SEND register may include the fact that they:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of significant difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems which impede their ability to successfully access the curriculum and they continue to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

### Individual Education Plans / Individual Play Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP) or Individual Play Plan (IPP). These will be written in collaboration with the parent/ carer, the child and the class teacher. The SENCOs will support the writing of the plans.

IEP/IPPs will include information about:

- The area of difficulty (ies).
- The short term targets set for the child.
- The teaching strategies and resources to be used.
- The provision to be put in place.



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- The review date.
- An evaluation of progress.

Alongside an IEP/IPP, children have 'Track My Target' sheets which outline the child's target and the progress towards their target in a child friendly way. As children make progress with their targets, they add stickers to their target tracker allowing them to see and celebrate their progress.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme or individual targets in the classroom. Parents/carers will continue to be consulted and kept informed. Parents/carers will be invited in to meet termly with their child's class teacher to evaluate previous IEPs / IPPs on formulate new targets collaboratively.

### **The use of Outside Agencies**

A variety of outside agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. These agencies, for example, Speech and Language, The Learning Support Service etc, will use the child's records and conduct some or their own assessments 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, 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 and when specialists have been involved, their recommendations will be incorporated within these targets.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural 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 ongoing 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.

### **Managing Pupils Needs on the SEND Register**

All children on the SEND register will have a pupil file, which details important information about the child, including interventions and intended outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the pupil file. The file is designed to be a working document which is updated to reflect the current needs of the child. Class teachers and other adults working with the pupil are responsible for evidencing progress according to the outcomes described in the plan





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The SENDCo is responsible for maintaining and updating the pupil files. Relevant information is then shared with everyone involved with the child.

### Specialist Support

School may involve specialists at any point to advise on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, school should consider involving specialists, including those secured by school and from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child. Specialist support includes Speech and Language (SALT), Child and adolescent mental health service (CAMHS), Primary Inclusion Team (PIT), Educational Psychologist (EP), Learning support service (LSS) and Social services (where appropriate).

### School Request for Statutory Assessment or Education Health and Care Plans:

Statements for SEND are now replaced by Education Health and Care Plans (EHC Plans). EHC Plans are guided by education, health and social care services. This joint planning and close cooperation between services encourages a holistic approach to the support offered to every child. EHC Plans also have an increased focus on the aspirations for children and young people by focussing on life outcomes; including employment and greater independence. For children who currently have Statements for SEND, they will transfer to an EHC plan at their next transition point (at the end of Year 2 or Year 5). At St Paul's CE Primary School, we actively encourage that professional dialogue and information sharing between agencies in order to best meet the needs of our children.

A request will be made by the school to the Local Authority if the child has demonstrated long standing and complex SEND. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's SEND and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Views of the parents/ carers.
- Views of the child.
- Previous IEP/PPs outlining targets for the child.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

The parents/carers of any child who is referred for statutory assessment will be fully informed throughout the referral process. Children with a Statement or an Education Health and Care Plan will receive a formal review on a six monthly basis and parents/ carers, all professions, and where appropriate the child, will be invited to the meetings. When this coincides with transfer to high school, the SENCO from the high school will be invited to attend the review.

### Partnership with Parents/ Carers



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

Parents/carers with children with SEND often have a unique knowledge of their needs and their views about what sort of help they would like to aid the development of their child. At all stages of the SEND process, the school keeps parents/carers fully informed and involved. We take into account of the wishes, feelings and knowledge of parents/carers at all stages. Parents/carers are encouraged to contribute to the assessment of their needs, the review and transition process. To ensure that parents/carers are fully informed, our school website contains details of our policy for SEND, the SEND information report and our part of the Local Authorities Local Offer; this information is updated annually. Additionally, we offer coffee mornings to our parents/carers of SEND children which allow parents/carers the opportunity to informally talk about their experiences together and gives them access to information that is presented by either the SENCO or an external agency.

We encourage parents/carers to make an active contribution to their child's education. We gain permission from parents/carers for any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Results from any observations or assessments made by specialists are always shared either by the person providing the report, the SENCO or the class teacher with the parents/ carers; dependent upon the reports nature.

Parents/carers have access to the SENCO via the telephone, the school email address or by making an appointment with Reception. Additionally, a yearly questionnaire is sent to parents/carers to establish views and these results are collated and acted upon appropriately.

### **Criteria for Exiting the SEN Register**

If it is felt that children are making progress which is sustainable than they may be taken off the SEND register. If this is the case then views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupils leaves the school (and passed onto the next setting). The pupil will continue to be monitored through the schools monitoring system, such as pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

### **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils 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 with medical conditions may be disabled and where thus us the case the school will comply with its duties under the Equality Act. Some may also have special educational needs and may have a statement, or Education Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **Accessibility and provision for Disabled Children**



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The school building is fully accessible for wheelchair use and disabled toilets are available on every floor. All reasonable adjustments will be made to procedures, criteria and practices and auxiliary aids and services provided in an endeavour to meet the needs of individual disabled children. Accessibility plans are available from the school. Admissions criteria for disabled children can be found in Salford Local Authority Admissions Policy/ Procedures.

### Key Personnel

St Paul's CE Primary School recognises that provision for children with SEND is a matter for the school as a whole. Roles and Responsibilities with regard to SEND are designated in the following way:

#### The SEND Governor's responsibilities include:

The governing body has statutory responsibilities for children with SEND; there is a named Governor to champion SEND within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting SEND. The role of SEND Governor involves:

- Helping to review the school's policy on provision for children with SEND
- Ensuring that the SEND policy is linked to the School Improvement Plan
- Ensuring that the school's budget is appropriately allocated to support children with SEND and that value for money is achieved
- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school website publishes the school's SEND offer in accordance with the SEND Code of Practice
- Keeping informed about developments in the area of SEND, nationally, locally and within the school
- Meeting the SENCOs on a regular basis to monitor the implementation of the SEND policy
- Being aware of what happens in school both inside and outside the classroom to ensure that SEND children are actively involved in all aspects of school life
- Providing support and encouragement for staff with SEND responsibilities
- Providing a channel of communication between the SENCO and the governing body

It is essential that the SEND Governor respects the confidentiality of information about children with SEND within school.

#### The Head Teacher's responsibilities include:

- The progress and attainment of all SEND children.
- Ensuring the Governing Body are informed accurately.
- Working closely with the SENCOs and all Senior Leadership Team to lead enhanced provision
- Ensuring this policy is adhered to.

#### The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Leading by example with passion and professionalism.
- Monitoring the progress of all SEND children and planning appropriate next steps.
- Overseeing the day-to-day operation of the schools SEND policy.
- Co-ordinating provision for children with SEND.



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- Liaising with and advising fellow teachers and teaching assistants.
- Providing and organising professional development for teachers and teaching assistants.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Liaising with local high schools so that support is provided for Y6 children as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.
- Leading, in collaboration with Mrs Budsworth and Mrs Kearsley, on school improvement for SEND.
- Provision mapping for SEND children.
- In collaboration with Mrs Budsworth, managing the school's SEND budget.
- Ensuring that all interventions outlined in the afternoons are delivered and recorded.

### **The class teacher's responsibilities include:**

- To embody our school ethos and values in all that they do.
- To have high expectations of all of our children and to be an excellent model of behaviour and communication.
- Providing quality first teaching in all aspects of the curriculum.
- Adapting and evaluate their practice to enable them to meet the needs of their learners.
- Providing a high level of differentiation, sometimes an individualised curriculum, in order for the child to make progress
- Assess the progress of children in line with the school assessment policy.
- Sharing any concerns with the SENCO regarding a child's ability to learn and/or progress.
- To complete all reports and referrals asked of them.
- Ensuring that all interventions outlined in the afternoons are delivered and recorded.
- To put into place any recommendations from outside agencies.

### **Teaching Assistants responsibilities include:**

- To embody our school ethos and values in all that they do.
- To have high expectations of all of our children and to be an excellent model of behaviour and communication.
- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedure for giving feedback to teachers about pupils' progress.
- Ensure that they know which children are SEND and seek advice on how best to support them where needed
- Completing interventions to a high standard and with enthusiasm and positivity.
- To support the class teacher as directed to enable progress for children.

### **Allocation of resources:**



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The SENCO, under the direction of the Head Teacher, is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school, including the provision for children with statements of SEND and Education Health and Care plans.

The Head Teacher informs the Governing Body of how the funding allocated to support SEND has been employed.

The Head Teacher and the SENCO meet regularly to agree on how to use funds directly related to SEND.

### **Monitoring and Evaluation:**

St Paul's has robust systems in place for monitoring and evaluation. The SENCO monitor the progress and movement of children within the SEND system in school. Progress is monitored termly, in line with the assessment policy and intervention timetables are established based upon these assessments. Decisions about the movement of children through the graduated response system is a collaborative decision involving the child's class teacher, SENCOs and parents.

The SENCO will provide governors with summaries, as requested, of the impact of the policy on the practice of the school. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for SEND also hold regular meetings.

The progress of SEND children must also be reported to the DHT who leads Assessment. Discussions around provision will be held and next steps planned for. Provision, in light of monitoring and evaluation, assessments and overall progress will be discussed during pupil progress meetings.

### **Storing and Managing Information**

Documents relating to pupils on the SEND register will be stored with their pupil file in the SENCO's office, these cabinets are locked overnight. SEND records will be passed on to a child's next setting when he or she leaves St Paul's CE Primary School. A copy will be kept by the school on a computer file. The school has a confidentiality policy which applies to all written pupil records.

### **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase – over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. St Paul's CE Primary School's Accessibility plan forms part of our Equality Plan and policy.

### **Complaints**

The school has a complaints procedure which applies to complaints about SEND provision.

### **Reviewing the Policy**



This policy will be reviewed on an annual basis.

Review Date: September 2019